DOCUMENT RESUME

ED 433 670 EC 307 416

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TITLE	eMERGing Literacy and Technology: Working Together.
INSTITUTION	Western Illinois Univ., Macomb. Coll. of Education and Human Services.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE	1998-00-00
NOTE	373p.
CONTRACT	H180G40078; H024B50064; H180G40078; H0204D70020
AVAILABLE FROM	Macomb Projects 1997,1998, 27 Horrabin Hall, 1 University Circle, Western Illinois University, Macomb, IL 61455. Tel: 309-298-1634; Web site: <http://www.mprojects.wiu.edu>.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	*Computer Assisted Instruction; Computer Literacy; Computer Software; *Curriculum Development; *Disabilities; *Emergent Literacy; *Learning Activities; Preschool Education; Program Evaluation

ABSTRACT

This guide presents a curriculum that integrates development of emergent literacy skills with computer technology in young children, including those with disabilities. The curriculum was tested over a 3-year period in preschool classrooms that included children with mild to severe disabilities. Quantitative and qualitative evaluation results are reported. A description at the beginning of each activity explains links between software and children's learning. Three types of software, organized according to levels of interactivity, are used in the curriculum: interactive commercial software, commercially available graphics and story-making software, and HyperStudio, an authoring program used to develop software. Following an overview of the curriculum, chapters focus on: (1) designing the environment; (2) selecting software; (3) curriculum activities; (4) curriculum activities with tool and graphic software; (5) curriculum activities with HyperStudio; (6) customized activities and adaptations; (7) family involvement; and (8) assessment of literacy skills. Suggested resources, software, and children's books are listed. Appendices include research recommendations, teaching hints, materials to involve families, and assessment materials. (Contains 66 references) (DB)

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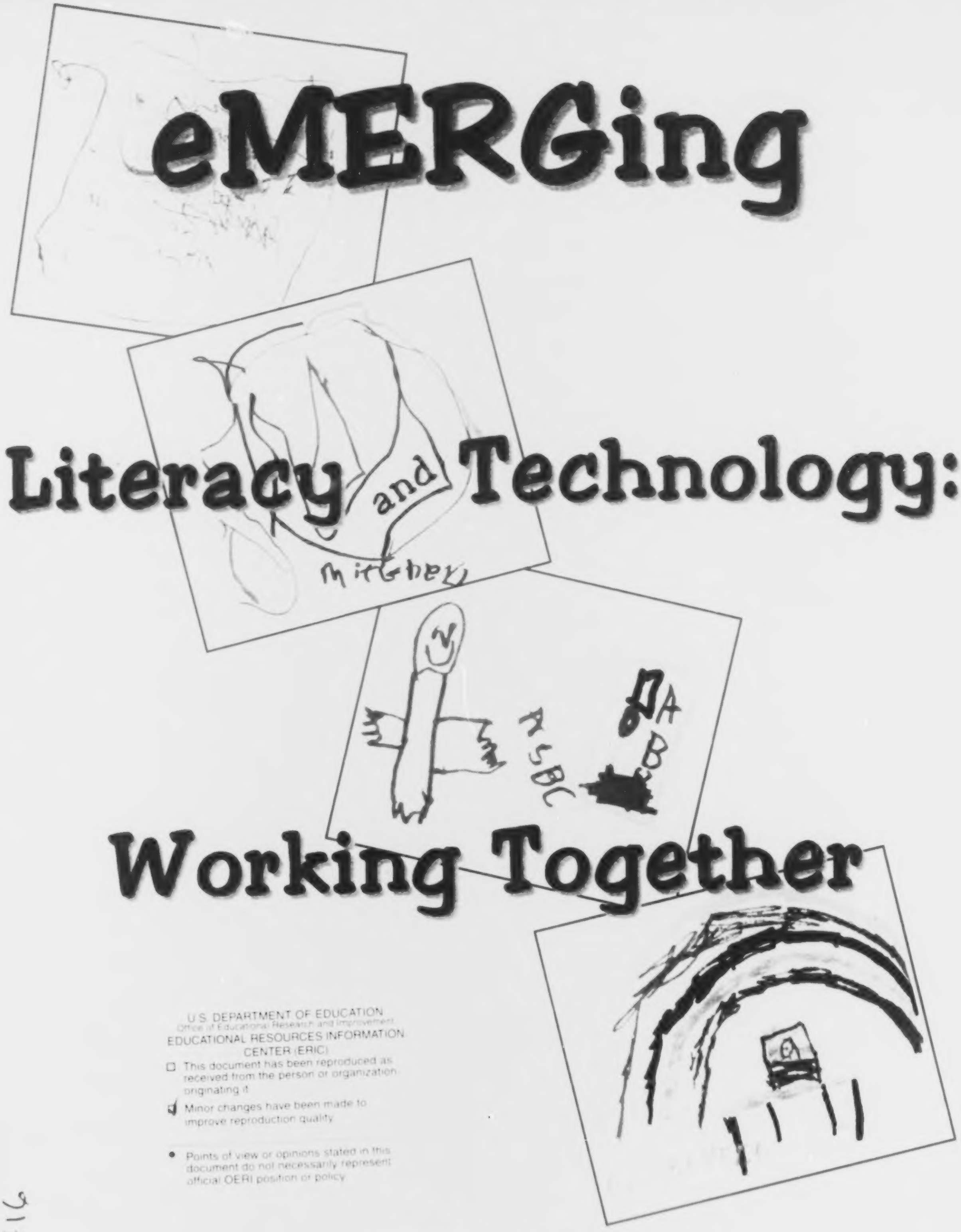

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eMERGing
Literacy and Technology: Working Together

by Patricia L. Hutinger,
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Acknowledgments

The authors gratefully acknowledge the contributions of the following people:

Macomb Projects' staff members Amy Betz, Letha Clark, Joyce Johanson, Judy Potter, Susan Schoon, and Kathy Strange who read, edited, typed, suggested ideas, and offered encouragement as *eMERGing Literacy and Technology* was developed.

Early childhood teachers, support staff, and families from the Early Childhood Emergent Literacy Technology Project, Early Childhood Interactive Technology Literacy Curriculum Project, and LitTECH Interactive Outreach sites. They have been the source of many of the curriculum ideas written here. Their children have been the inspiration.

Special thanks to Connie Bourland, Denita Clover, Jean Davenport, Katrina Hamilton, Cindy Lovejoy, Sheryl McKinney, Amy Morris, Barb Speck, and Mary Steelman for their contributions and inspirations.

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This work was developed by The Early Childhood Emergent Literacy Technology Project, PR#H180G40078, funded by the United States Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Technology, Media, and Educational Materials for Individuals with Disabilities Program; The Early Childhood Interactive Technology Literacy Curriculum Project, PR#H024B50064; and LitTECH Interactive Outreach, PR#H0204D70020, funded by the United States Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Early Education Program for Children with Disabilities. The content, however, does not necessarily reflect the position of the United States Department of Education, and no official endorsement of these materials should be inferred. References to commercial products, trade names, or manufacturers do not constitute endorsement by the United States Department of Education.

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CHAPTER ONE
An Overview

An Overview

Emergent Literacy: What It Is

Concepts related to emergent literacy form the basis for later reading and writing. When preschoolers point to pictures in a book or on a computer screen and pretend to "read" the story; when pseudo-letters, then recognizable letters and words, emerge from scribbles in drawings; or when a three-year-old recognizes the Hardees logo on a hot air balloon and asks for french fries, these children demonstrate behaviors associated with the emergence of literacy.

Emergent literacy is based on social interactions with parents, teachers, and literary products long before children read from print. The beginnings of literacy lie in the everyday experiences of early childhood which seem to be crucial to literacy acquisition (Mason & Allen, 1986; McGee & Lomax, 1990). Children learn about reading and writing similar to the ways they learn to listen and speak, by processes influenced by immersion in meaningful and stimulating environments (Katims, 1994). Unfortunately, when children have disabilities that make their world different from that of their peers who are not disabled, their early intervention plans are not likely to focus on literacy. Often, because of other more pressing issues, they do not enjoy a literacy environment at home where stories are read to them (Marvin, 1994). Their educational experiences tend to focus on gross and fine motor skills, communication, cognition, and self help skills rather than on aspects of emergent literacy.

Research and Emergent Literacy: A Brief Review

Literacy is a social, psychological, and linguistic process. Emergent literacy's foundation is based in cognitive psychology and psycholinguistics (Gunn, Simmons, & Kameenui, 1995; Hiebert & Papierz, 1990; Katims, 1994; Mason & Allen, 1986; McGee & Lomax, 1990; Sulzby & Teale, 1991). An emergent literacy approach stresses that written and oral language develop concurrently and interrelatedly from birth. Both oral and written language are best learned when used in purposeful contexts and when children have opportunities to observe and interact with others who write and read (Clay, 1975; Harste, Woodward, & Burke, 1984; Sulzby, 1990) as opposed to rote learning of letters, words, or sounds.

Literacy concepts emerge very early in life. A summary of basic emergent literacy concepts is shown in Figure 1. Since much of what is known about emergent literacy has been based on research with typically developing children (Cousin, Weekley, & Gerard, 1993), even if teachers of youngsters with disabilities know about emergent literacy practices, they may question use of such practices with their children (Patzer & Pettegrew, 1996). Many children with oral language delays and impairments have significant literacy problems before they are in first grade (Scarborough & Dobrich, 1990). Although some suggest that children with mild to moderate disabilities develop literacy in ways that are quite similar to those of children without disabilities (Brazee & Haynes, 1989; Cutler & Stone, 1988; Erickson & Koppenhaver, 1995; Goodman, 1982; Hasselriss, 1982; Katims, 1991; Pierce & Porter, 1996; Reid & Hresko, 1980; Wiederholt & Hale, 1982), typically these children do not have the opportunity to do so and as such, are the children who fall behind in kindergarten and the primary grades. Children who fail to "catch on" early keep falling further and further behind and are likely to end up repeating a grade or are assigned to transition classes (Strickland, 1990). As children who are "behind" in reading move into the upper grades, they do not "catch up." Rather they stay "behind" (Clay, 1979). The outlook for children with disabilities to experience opportunities to develop literacy is grim.

We use pictures and words to communicate.
Pictures have meaning.
Pictures tell stories.
Words have meaning.
Words are used to tell stories.
The words tell about the pictures.
Children can make their own stories using pictures and words.
Stories have a sequence.
Stories have characters, actions, and settings.
Stories have a beginning, a middle, and an end.
We read words on a page from left to right.
We read from the top of the page to the bottom.
There is a one to one correspondence between written and spoken words.
Each word we say can be written down, using one or more letters of the alphabet.
Written words are separated by spaces, just as spoken words are separated by brief pauses.

Figure 1. Summary of Basic Emergent Literacy

Many teachers do not view children with severe disabilities as capable of learning to read and write and consequently provide them with few opportunities to learn written language (Light & McNaughton, 1993). Koppenhaver and Yoder (1993) point out that even if teachers view the child as capable, that child is more likely to receive word level skill-and-drill activities, seldom reading or listening to text and more rarely, composing text.

Individual Education Plans (IEPs) tend to emphasize fine motor tasks and self-help skills. Erickson and Koppenhaver (1995) found that when IEPs focused on academics, tasks were likely to include name recognition and rote memorization. Longitudinal case studies (Hutinger, Johanson, & Stoneburner, 1996) of fourteen children who demonstrated moderate to severe disabilities support Erickson and Koppenhaver's findings, revealing that those children, in spite of having sporadic access to technology applications as they progressed through school, rarely learned to read nor did their IEPs focus on literacy behaviors.

Interactive Technology and Emergent Literacy

Pairing appropriate literacy activities with current computer hardware, adaptive devices (when needed), and interactive software provides exciting, interesting, and activity-based experiences for children with or without disabilities. *eMERGing Literacy and Technology: Working Together* is based on the level of interactivity and potency brought to emerging literacy activities by increasingly high quality software and hardware. A framework of concepts related to the development of reading and writing influenced the processes used to develop the emergent literacy concepts and outcomes found in this curriculum. Interactive technology forms the basis for the activities that assist children to acquire and develop literacy and language pleasantly, productively, and appropriately.

A Tested, Effective Emergent Literacy Curriculum

The activities suggested in *eMERGing Literacy and Technology* were tested over a three-year period in preschool classrooms with children who had disabilities ranging from mild to severe. This curriculum was originally developed in a research project[1] in two sites; then it was replicated in three new sites during the next two years. Two types of comparison sites, two without technology, and three with technology, demonstrated that children in the curriculum-using research sites acquired emergent literacy concepts that were not shown in the comparison sites. The curriculum was adapted and further tested in a preschool model service delivery project[2] in classrooms attended by children with more severe disabilities. Cooperating teachers were committed to the projects, participated to the fullest of their ability, and assisted in planning, implementation, and aspects of data collection regarding the effectiveness of the curriculum.

Effectiveness of the Curriculum: Some Results

The literacy and interactive technology research project represented a rigorous naturalistic inquiry using principles from Lincoln and Guba (1985, 1989), Miles and Huberman (1994), Patton (1990) and others (Filstead, 1970; Tesch, 1990). Classrooms were classified into four types according to the presence or absence of the project's curriculum activities and the technology experience of the teachers, ranging from experienced computer users to novice users to non-computer users. The study, conducted in preschool classrooms in west central Illinois, was designed to describe and explain the effects of a literacy and technology curriculum on the emergent literacy knowledge and abilities of 3, 4, and 5 year old children who demonstrated mild to moderate disabilities.

Findings reported here are based on studying 10 one-half day classes over two years. Observations, content analysis of field notes from over 500 hours of observation, videotapes, portfolios of children's drawings and writing samples, teacher and family interviews, as well as pre- and post-test data on the *Informal Literacy Assessment (ILA)* measure, as well as the *BIT (Behavior Interaction Tool)*, were collected on 152 children. Six teachers, 16 support staff, and 142 families participated in the study.

Quantitative results. First year *BIT* and *ILA* scores were analyzed using the Ganova Multivariate Analysis of Variance program (Brecht & Woodward, 1987). The model comprised four categories with tests for prior linear trends. The categories were (Group I) technology plus the *eMERGing Literacy and Technology* curriculum plus close supervision from the Macomb Projects research team, (Group II) technology plus the *eMERGing Literacy and Technology* curriculum, (Group III) technology alone, and (Group IV) no technology. In other words, the four groups could be ranked in order of their "strength," with the most intensive program being I and the least being IV. At the beginning of the year, there were no significant differences among any of the four groups on either *BIT* or *ILA*.

At the end of the year, statistically significant differences were found between Groups I and II ($p<.04$) and between Groups II and III ($p<.03$), indicating that the intensity of the treatment was related to the emergent literacy outcome. Differences were more prominent on the *BIT*, with $p<.006$ for Group I and III and $p<.00001$ for the difference between Groups II and III. The scores themselves were in the order of I, II, and III from highest to lowest. However, it is likely both the highly-supported *eMERGing Literacy and Technology* curriculum in Group I and the lesser-supported *eMERGing Literacy and Technology* curriculum Group II were almost equally more effective than either of the "no curriculum" groups. Interestingly, the Group III teacher had just as much computer experience as the Group II teacher, but that factor alone did not contribute to increased literacy behavior in the children. Additionally, there were no significant differences between Groups III and IV. In other words, significant differences shown by Groups I and II resulted from the *eMERGing Literacy and Technology* curriculum.

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[1] The Early Childhood Emergent Literacy Technology Project funded by U.S. Department of Educations' Technology, Educational Media, and Materials for Individual with Disabilities Program. PR#H180G40078.

[2] The Early Childhood Interactive Technology Literacy Curriculum Project funded by U.S. Department of Education's Early Education Program for Children with Disabilities. PR#H024B50064.

Second year results on the *BIT* were similar to first year results. Differences between the Group I and II classes and Group III classes were significant, p<.001. Over a two year period, 3, 4 and 5 year old children in both the two *eMERGing Literacy and Technology* conditions (N=11[illegible] and the non-*eMERGing Literacy and Technology* sites (N=48) showed gains on the *ILA* from the pretest to the post-test. However, the *eMERGing Literacy and Technology* children showed greater increases on two thirds of the 12 items as compared to the non-*eMERGing Literacy and Technology* children. The greatest gains in the *eMERGing Literacy and Technology* group were shown on relatively sophisticated emergent literacy skills related to pretend "reading" with vocal inflection and sequencing stories in appropriate order. Interestingly, one third of 3 year olds in *eMERGing Literacy and Technology* sites turned book pages at the appropriate time, but not one in the non-*eMERGing Literacy and Technology* group did so.

Qualitative data. Across *eMERGing Literacy and Technology* sites, teachers and parents commented informally and during interviews on children's attention to their names (their own and other children's) and to emergent writing. Videotapes and field notes support their observations. Children tried to find the letters of their names and classmates' names on the keyboard and typed their names. Children shared "messages" with one another using the notepad and electronic mail option on *KidDesk* (Edmark, 1995). Although the messages consisted of a string of random letters, the letters often took the form of recognizable words. However, children were able to "read" back what they wrote. Teachers noted that computer use helped children distinguish between letters and numbers. Many typed the alphabet at the computer. One mother reported that her daughter got a pencil and paper and copied 30 words from a newly purchased *Busytown* (Paramont Interactive, 1993) software program for their home computer.

Children used story-writing software and graphic tools to explore letters and words and to produce stories. Emergent writing behaviors were observed when children used the keyboard to communicate thoughts, stories, phone numbers, and names. Some children who were observed creating stories in isolation in a writing center showed interest in the computer center when tool and graphic software was available. Children used beginning word-processing software to communicate with peers, family members, and other adults. The data showed that the children viewed the writing as a meaning-making process and were motivated to write, draw, and read. The writing that children produced on the computer and in "sign up" books followed the steps of emergent writing.

Children displayed positive literacy behaviors while using software programs such as *Harry and the Haunted House* (Living Books, 1994). Children developed a concept of 'story' and began to link the spoken words to the written words. Children repeated whole phrases and began to learn concepts about print (i.e., writing goes from top to bottom, left to right, and there are spaces between words). They connected pictures and words in the books to [illegible] story on the computer.

During an interview, a parent summarized what other researchers and other teachers have observed:

> *She is doing one to one, pointing to words; the simple text. She is moving left to right. Maybe that lends itself to some of the things we've seen on the electronic storybooks when they highlight the words across the page. I think that she is starting to pay a little more attention to print. I was a little concerned about books on CD-ROM, that kids would get so into the animation they would ignore*

> *the words, so how would that help their reading literacy. But she is getting to the point that now she is doing so much writing she is paying attention to print.*

As young children begin to acquire emergent literacy skills, it is important that they be exposed to books and establish good book behaviors (Kupetz, 1993). One teacher reported on a child who was in an *eMERGing Literacy and Technology* classroom for two years:

> *He can hardly make it through a story on the carpet during group time; however, he is making books of several pages in length, illustrating, and dictating words to it. It is a story that makes sense and has sequence. He likes to hook the pages together so it turns the pages like the computer. He has drawn arrows at the bottom of the pages like the computer screen. It has really been neat to watch [this child] because he has very little interest in books otherwise.*

Overwhelmingly across treatment classrooms and sites, a variety of data sources—teachers' comments, field notes, and videotapes—documented increased social interaction using the *eMERGing Literacy and Technology* curriculum. Children asked questions, made comments, and pretended to "read" stories, skills that mark the beginnings of later success with written language (Kahmi & Catts, 1989; Stanovich, 1984). Some children gave directions about computer operation; others asked for help. When children interacted with selected commercial software, they engaged in social interaction with other children and adults, promoting listening and language skills. For example, Sam, diagnosed with autism, interacted with John who came to the computer to see what Sam was doing. John began telling Sam what to click on and what to do in order to change the program. Sam followed John's direction exactly and launched another software program.

Results from Demonstration Sites

The *eMERGing Literacy and Technology* curriculum was adapted and tested for three years in preschool classrooms with children with moderate to severe disabilities. Results show literacy gains similar to those of children who participated in the *eMERGing Literacy and Technology* research classrooms. For example, children showed increases in their interest in books, in their ability to attend to a story, and in their ability to sequence events. Even children with severe disabilities showed increased attending to stories both on and off the computer. Teachers and families remarked on children's enthusiasm for both reading and writing activities at home and at school.

Using *eMERGing Literacy and Technology: Working Together*

The *eMERGing Literacy and Technology* activities are designed to promote literacy development at the computer center as well as in other areas of the environment and other curricula areas. A description at the beginning of each activity explains the links between the software and children's learning. Three types of software, organized according to levels of interactivity, are used: (1) interactive commercial software which can be used to extend literacy concepts and behaviors including the Living Books series such as *Just Grandma and Me* (Living Books, 1994), *Harry and the Haunted House* (Living Books, 1994), and *Stellaluna* (Living Books, 1996); (2) commercially available graphics and story-making software such as *Kid Pix Studio* (Brøderbund, 1994), *EA*Kids Art Center* (EA*Kids, 1993), and *Stanley's Sticker Stories* (Edmark, 1996); and (3) *HyperStudio* (Roger Wagner, 1996), an authoring program used by teachers and children to develop their own software based on meaningful experiences such as a favorite story, art work, field trip to the veterinarian's office, or a child's family.

Classroom management techniques involve methods to integrate literacy activities during group time and free choice. Placement of the technology center, facilitating children's management of the computer center, and supporting groups of computer users to promote socialization, oral language, and turn taking are critical factors. Careful review of software leads to selection of software titles that support both literacy and the classroom curriculum. Software titles suggested in *eMERGing Literacy and Technology* are interactive, appeal to the wide range of abilities in a class, nurture children's learning styles, and support activities in the reading center, in other areas of the classroom, and at home.

Families play an essential role in the education and growth of their children, and *eMERGing Literacy and Technology: Working Together* supports that role. The chapter *Family Involvement* describes three levels of family participation in literacy and technology activities. Each level offers participation in various forms to meet the unique needs and interests of families. The chapter offers ideas for awareness activities, a variety of literacy and technology sessions for family night workshops, and classroom activities in which family members can participate.

Summary

While literacy activities are widely accepted in programs for young children without disabilities, those activities are rarely evidenced in educational practice for preschool children with special needs. However, advancements in technology have led to the availability of adaptive devices which provide access to computers as well as to software which promotes increasing interaction between the child user and the computer. Teachers and parents can capitalize on this technology to develop activities that promote literacy skills. Assessment procedures found in Chapter 9 ensure that teachers and families have necessary information on children's abilities so decisions regarding appropriate activities to promote emergent literacy can be made. When interactive software is combined with related off-computer materials and curriculum activities such as those suggested in *eMERGing Literacy and Technology: Working Together*, children of *all abilities* are given opportunities to use technology to achieve early literacy skills.

This curriculum supports developmentally appropriate early childhood practices according to NAEYC's curriculum and assessment guidelines (Bredekamp & Copple, 1997). "Research Recommendations and the ITLC Model," found on page 326 in the Appendices, contains information to demonstrate how the curriculum supports the reading research recommendations for early childhood professionals. The information provided is based on material in the National Research Council's *Preventing Reading Difficulties in Young Children* (Snow, Burns, & Griffin, 1998).

CHAPTER TWO
Designing the Environment

Designing the Environment

Environment plays an important role in the development of emergent literacy in young children. The ideal environment is arranged so the child gains literacy skills by exploring written materials, related toys, and computer software. The child should experience instant success and then be challenged to achieve further skills by being offered a variety of options. Ideas for creating a literacy-rich classroom and for setting up the computer center to elicit optimum literacy benefits are included in this section.

The Classroom as a Literacy Rich Environment

Research supports classrooms that nourish early literacy by supplying a variety of materials for reading and writing which promote emergent literacy. Literacy rich classrooms are supported by adults who are responsive to children's many questions about written language, who are accepting of children's early literacy attempts, and who serve as good models by reading and writing themselves. Classroom areas should include a variety of learning centers, such as blocks, books, computer, and housekeeping. Different types of children's literature, including fiction, non-fiction, and poetry written and illustrated appropriately for the young child, should be readily accessible in the classroom. Multicultural literature which includes fiction and non-fiction with characters representative of many cultures and ethnic groups should also be available for children's use.

The following information will enable teachers to evaluate their learning environments with respect to literacy, and then to enrich those environments and extend literacy experiences in many ways.

- Have predictable books available to encourage emergent literacy.
- Display books so that the picture on the cover can be easily seen.
- Read aloud to children on a daily basis with ample time provided for children to discuss pictures and actions in read-aloud books.
- Place books in a variety of areas (For example: software related books in computer center or science books in discovery area).
- Have an ample supply of books and tapes available in the listening center.
- Encourage writing and drawing daily.
- Stock the writing center with a variety of materials including markers, stamps, pencils, variety of papers, stapler, and tape.
- Adapt reading and writing materials so that all children can use them.
- Supply a variety of appropriate software choices, such as interactive books, writing and drawing programs, and discovery programs at the computer center.
- Have a variety of materials including various types of paint, paper, and painting utensils available in the art center.
- Encourage children to work and talk together at the computer and other centers.

The Computer Center

Physical Considerations

Before you actually begin using the computer in your program, consider the environmental design. The computer center within the classroom should be a safe, pleasant place for children. Whether the computer is in the classroom daily or access is on a rotating basis, the set-up of the equipment requires some planning. To set up the computer center:

- Select a low traffic and well lit area for the computer center, away from direct sunlight to avoid glare on the screen. Disks and computer chips can be damaged by extremes in temperature.

- Place the computer on a low table or cart at the appropriate height for the child. In an inclusive classroom, use a table with adjustable legs which allow the table top to be raised or lowered to accommodate a child in a wheelchair.
- Place the computer table against a wall, near an outlet. Tape wires securely to the floor to avoid any accidents.
- Avoid placing the computer table on a rug, since static electricity can cause software to operate improperly. If a rug is unavoidable, then consider using a static control mouse pad.
- Leave at least two chairs at the computer center and encourage children to work together to develop cooperative learning, language, and social skills.
- Use a surge protector to protect the computer from power surges which can damage hardware and erase memory.
- Keep software in covered disk holders away from any type of magnetic field (fan, motors, telephone, the monitor), the heat register, or direct sunlight.
- Keep CD-ROMs in their plastic storage cases in a disk box at the computer center for easy access by children.
- Avoid storing or using any magnets or magnetic toys near the computer area.
- Arrange the equipment to allow free air circulation around and into the vents on the monitor and CPU.
- Keep the computer, monitor, and printer covered when not in use.

The computer center should be made interesting and accessible for the children. Placing related books, toys, or activities nearby and available to the children will be helpful in reinforcing concepts.

Label the parts of the computer system to encourage the children to become familiar with the written words associated with each part, as well as to reinforce the word-object relationship. Discuss the rules for the computer center and for disk handling with the children (such as no food and drinks or dirty hands at the computer). Encourage children to draw pictures to illustrate one of the rules or instructions for operating the equipment; then post their pictures in the center. Reminders help foster children's independent computer use.

Equipment Recommendations

For children to achieve the most benefit from the computer center, certain pieces of equipment are needed. Besides the computer and the monitor, the type of equipment used for positioning the computer will determine its accessibility for all children. The following is certainly not inclusive, but serves as a good starting point.

Adjustable computer cart or table: An adjustable table insures that any child, no matter what the seating needs, will be able to use the computer. The monitor height will need to be adjusted to the child's eye level for children in wheelchairs. Depending on the size of the wheelchair, the top shelf on some carts may need to be removed entirely.

Smaller table with chair: Ambulatory children may need a different size table for appropriate computer/monitor placement. Their feet should touch the floor comfortably when they are using the computer. Make sure there is enough room on the table for the mouse pad so that children can move the mouse easily. If an alternate input device, such as a switch or touch tablet, is used, it should be placed on the table with the keyboard hidden from view to reduce extra stimuli.

Disk storage box: Store the original software disks in a disk storage box in a safe place. Disks can be arranged alphabetically, by type, or input method. Documentation should be organized in the same manner as the software and kept in a file cabinet or other storage container easily accessible to all staff. Arrange customized set-up disks for individual children according to children's names. This way, the staff can simply look for a child's name, select the disk, and use it with little assistance. Another alternative would be to store the "kid file" on the program of *KidDesk*. Files can be stored in each child's personalized folder. If the staff is fairly new to computer use with children, put "cheat sheets" near the computer which include a list of the peripherals required, an outline of the instructions for software use, and specific teaching instructions or applications for each child.

Color printer: The printer is an essential piece of equipment for literacy activities. Select a printer that prints both graphics and text, since being able to print both the pictures or drawings, and the written text when producing books from software, such as *HyperStudio* is important. Teachers can use the computer and printer to write IEP's, design calendars and newsletters, and for other record keeping tasks. Teachers and families can print computer screens and scanned images to create off-computer materials, such as characters and objects from stories.

Alternate Input Methods:
Equipment for alternate input methods may be needed and includes:

- Switch interface: Some children may need to use a switch as input. Physical or cognitive limitations may prevent them from using the mouse or keyboard. To use switch input, a switch interface, Discover:Kenx, or IntelliKeys, will need to be connected to the computer. Software written specifically for single switch input, such as *Storytime Tales* or *Circletime Tales*, can be used with the switch interface. Other programs can be adapted for switch use through Ke:nx or IntelliKeys. See Chapter 7 for ideas on customizing activities with these devices.
- Touch tablets: Various touch sensitive devices or touch tablets, such as the TouchWindow, Key Largo and IntelliKeys, are available as alternate input methods. Each device has advantages and disadvantages and must be evaluated before being recommended for an individual child. Specialized software may be required for some devices. Overlays can be produced to correspond to screens or functions in the software. Also off-computer activities can be designed around overlays to encourage sequencing or retelling a story.
- Clamps, tape, or other securing devices: Adaptive equipment may be needed to secure the input device in a stable position so that the child is successful in using the computer and is not distracted by an unstable device. Switches can be secured in place with a switch holder, or a switch mount. Non-slip material, such as Dycem, may also be placed under switches, touch tablets, or the keyboard.

Support Materials

Off-computer materials are important components of technology literacy activities. The computer center should include items which correspond with the theme or subject matter in the software such as books, stuffed animals, puppets, or other toys. Capture pictures or pages from the children's favorite software programs and use these as patterns to reproduce the characters in a flannel board version of the story. Children can recreate the story on their own. Books can be made from the printed pages and placed in the computer center or sent home for sharing with families.

Books which are provided with the Living Books series and other software should be kept in the computer center. They help children relate the computer screen to a page in the book. Children can use the book along with the software or read the book as they wait for their turn at the computer.

Off-computer materials for children with multiple disabilities may include battery-operated toys or a tape recorder with a switch. The child can press a switch to listen to a book tape or play with a toy which relates to the content of the software. These materials could also be sent home to assist families with home literacy activities. The child can share a book with family members by pressing a switch to play the book tape.

Adaptations to the Environment

The environment should be adaptable so that all children can participate equally in technology literacy activities. The monitor will need to be positioned at a suitable eye level for children with multiple disabilities. Consult a physical or occupational therapist regarding placement of equipment and discuss possible input devices as alternatives if the child lacks the fine motor skill to control the mouse.

Many children who are physically able to use the keyboard may find it over stimulating or may not have the eye-hand coordination needed to operate the mouse. Alternate input devices might be considered. Some can use touch tablets quite effectively; others might need a single switch device.

When using an alternate input device, simplify the environment for the child by removing the mouse and keyboard from the child's view. Present the switch or touch tablet within easy reach and in front of the monitor. The other pieces of equipment can be covered with a static-free cloth if they are too distracting to the child. To position the equipment at a comfortable distance, a long monitor cord and switch cable may be needed.

If children are able to use the mouse, be sure they can comfortably move and reach it. The mouse and pad should be positioned in front of the monitor with the keyboard hidden from view unless the keyboard is also being used. Depending on the child's hand preference and physical abilities, the mouse will be placed to the right, left, or at midline.

Evaluate the computer center occasionally to consider the distractions in and around it. Consider the classroom noise level and traffic paths, factors that can distract some children. If necessary, rearrange the classroom so that children in the computer center can attend to software without unusual distractions nearby.

Adaptations may need to be made to the keyboard for those children using beginning word processing programs for writing and art work. Stickers may be placed on some of the letter or function keys to help children locate letters in their name. Adaptations can help children be successful and gain independence in using equipment.

Management of the Computer Center

KidDesk and Literacy

Encourage children to do as much as possible for themselves as they access their desktop through *KidDesk*, a desktop management program. *KidDesk* offers children the opportunity to have customized desks similar to adult desk accessories on your computer desktop. Running *KidDesk* automatically provides maximum hard disk protection while allowing children the most independent access. It can be customized for individual children, allowing each child access to a limited number of programs. Customization also allows a child to operate the program through scanning with a switch. Scanning is an input option which can be saved for an individual child.

Many of the desktop accessories encourage the development of emergent literacy skills as children read environmental print when choosing the accessories or software programs on the desktop, develop concepts of word and story when sending e-mail to a classmate, communicate with family members when producing notes and calendars, and "read" messages from friends when opening their own electronic mail. Figure 2 contains a brief description of KidDesk accessories. Some accessories can be hidden from individual desktops if there are too many choices.

KidDesk Accessories

Picture Frame: The child can choose an icon or draw a picture. If a child's photograph has been added to KidDesk, the picture frame may display the photograph.

Address Card File: Addresses, phone numbers, birthdays, and notes can be stored in this area for quick access.

Phone/Voice mail: Record messages when a microphone is attached to the computer and send messages to friends. Use the answering machine to listen to incoming messages.

Mailbox/E-mail: Send and receive written messages to and from classmates.

Clock: Click on the analog clock to hear the time spoken and see the time displayed on a digital clock.

Lamp: Dim or brighten screen when clicking on the desktop lamp.

Note Pad: Customize stationary and type a note with four different font sizes. Print notes using the printer icon at the bottom of the screen.

Pencils & Pens: Click on the Pencils/Pens cup to select a different desktop to fit a personality or mood. The desktop retains the same tools, but changes the shapes. For example, the dinosaur desktop mailbox may look like a large dinosaur egg.

Calendar: The calendar is easy to use with a print icon located at the bottom of the screen.

Calculator: Children can experiment with numbers on an oversized desktop calculator.

Name Plate: This adds the child's name to personalize the desk.

Figure 2

KidDesk offers versatility to the classroom. The computer center becomes child-centered when hard disk protection is offered. A wide range of accessories allows independent access customized to fit each child's abilities.

Peer Helpers

Another management strategy for the computer center is to encourage the use of peer helpers in the classroom. Children can learn from each other as they use the computer in small groups. Research has shown that spontaneous language tends to increase through group computer use. Encourage children to help each other and work cooperatively at the computer. Instead of asking for adult assistance, children can be encouraged to discuss their questions with other children who have used the software.

To help children choose software independently at the computer center, the front covers from the software boxes or screen snapshots from the program can be used to represent choices. Each time a program is purchased, cut the front cover off of the box and attach Velcro or tape to the back. Make a choice board by adhering the software pictures to a large, laminated poster board, a board covered with Dual-Lock material or some other suitable surface. Another option is to make one screen snapshot for each program, print them out, and laminate them. These can then serve as the software choices from which children can choose. The choice boards are particularly helpful for children who are unable to verbally communicate their choices.

Managing the Computer Center Through Sign Up

The sign up sheet or book is an essential management tool in a child-centered computer environment. Young children sign up for computer time to facilitate the turn taking process. Not only are children writing their name for a real purpose, they are recognizing and learning to read other names. For those children who are unable to hold a pencil or marker to write their name, a laminated picture of the child can be used and if desirable an adult can assist the child in holding a writing tool to form the letters of his name. Although it is recognized that children need to take turns, children should not be timed when using the computer. If given the opportunity, children will limit their time and take turns with peers with little assistance from the adult. The following two activities, "Managing the Computer Center with a Sign Up Book," and "Sign Up Sheet for the Computer Center," are examples of tested and successful computer sign up applications.

Sign Up Book

The sign up book is an easy and relatively inexpensive project. Bind 30 blank pages (the back of scrap paper works great) together between card stock. Use one book for each month. With each new day, record the date on the top of the page. Place the book next to the computer along with a pencil.

On each day of the week, open the book up to a new page. Emergent writing incorporates different stages. Some children will write their name with conventional spellings while others might use invented spelling and still other children might make a mark or scribble across the page. Any of the stages are acceptable. Encourage each child to write his/her own name. To help adults in the classroom recognize the child's name, the adult may write the child's name in parentheses next to the child's writing.

Teachers can place numbers by names to indicate the order of children. It is interesting to note that although we do not require children to place their names in a particular order on the page, children will begin to see that having their names at the top of the page means they get their turn quicker. Tracking children's writing samples over time revealed children gradually moved to the left and towards the top as they moved through the stages of writing. Toward the end of the year, the teacher might number down the page and draw lines. Children can now sign up by a number and write on the line. Children are learning that print is read from left to right, top to bottom, and that there is a sequence.

If many children have signed up on one day, but only a few are able to take a turn at the computer, the teacher might carry the names over to the next day. With this method, children are less anxious over not having a turn. Two methods are recommended when carrying over names. Turn to a new page, write the date at the top of the page along with the names of children who did not have a turn. This model is good for children as the adult writes at the top of the page in a conventional method. The second recommended method is to open and date the new page then explain to the children that they did not get a turn today and each child can sign up for a turn tomorrow. The next day, other children can sign up on the rest of the sheet.

Some teachers suggest that children cross off their name when their turn is completed. Part of the routine includes marking off their name when they are done and telling the next person. This offers children the opportunity to learn classmates' names and to socialize with others. The computer sign up book provides a good record of children's writing over time. A sample page from a sign up book is shown in Figure 3. The samples of four children's signatures in Figure 4 are evidence of the progress children can make in a short period of time when they are encouraged to use the sign up book.

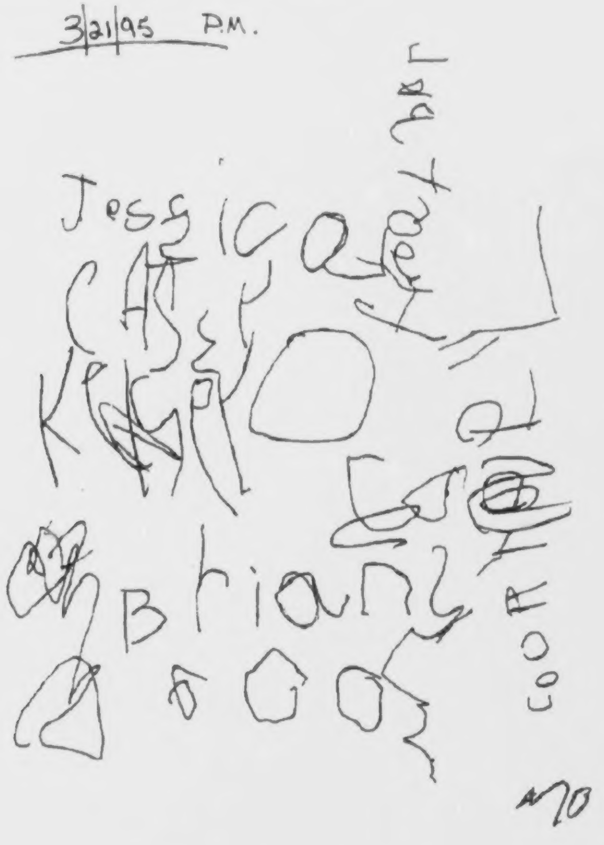

3/21/95 P.M.
Jessica
Brian

Figure 3

Sample Page from Sign Up Book

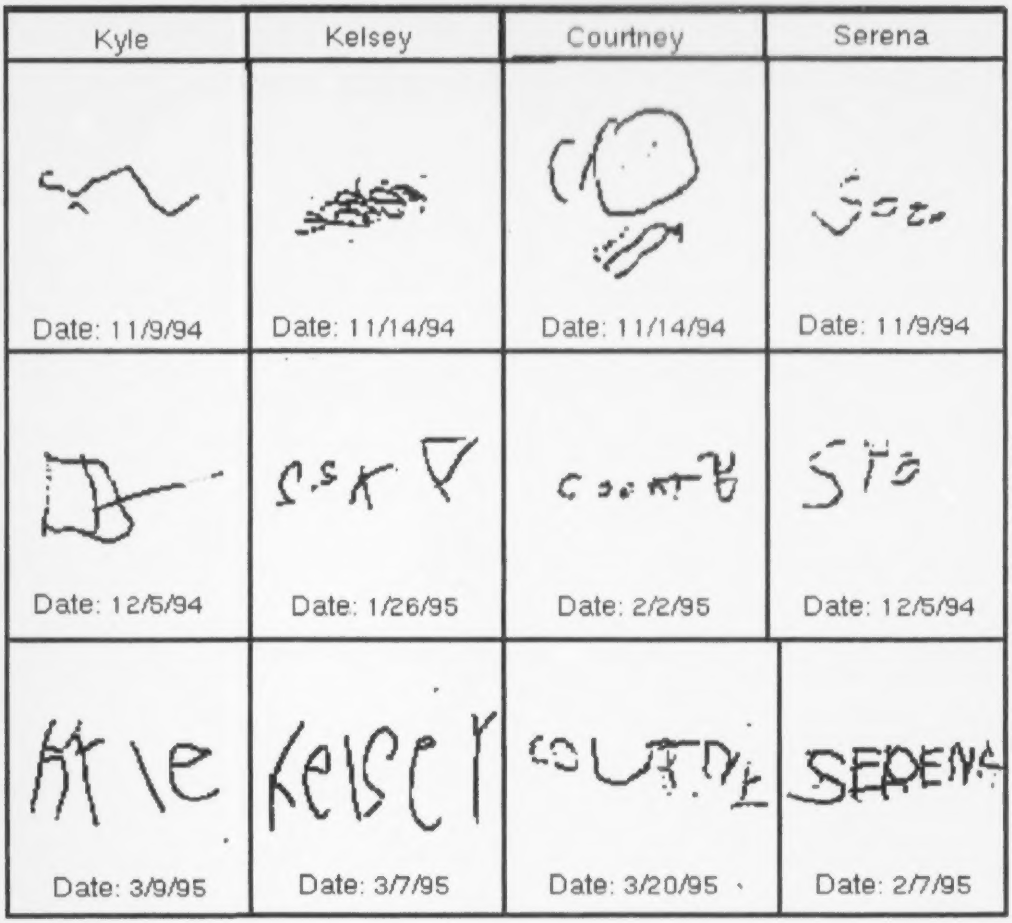

Kyle
Kelsey
Courtney
Serena
Date: 11/9/94
Date: 11/14/94
Date: 11/14/94
Date: 11/9/94
Date: 12/5/94
Date: 1/26/95
Date: 2/2/95
Date: 12/5/94
Date: 3/9/95
Date: 3/7/95
Date: 3/20/95
Date: 2/7/95

Figure 4

Sample of Changes in Children's Writing

Sign Up Sheet

This version of the sign up book includes children's pictures along with their signatures. As with the sign up book this sheet is kept next to the computer, providing a great way to manage computer time and help children increase literacy skills. This version of the computer sign up is geared toward classrooms with younger children or those children who may have disabilities which prevent them from holding and using writing tools. This sign up sheet can be used by all of the children. They can place their picture next to a number for their turn. And those who are able can also sign their name next to their picture. Adding the child's picture makes it easier for them to associate the writing with the name of that person. The children know when it is their turn at the computer and they have a reason to practice writing their names. Children enjoy signing their names on a sign up sheet for their computer time.

Materials needed for the sign up sheet include white construction paper, black magic marker, school photos of the children, masking tape, a photograph of the computer center, and pencils or markers. A laminator is optional. Print each child's name on a blank piece of paper. On another sheet, create a sign up sheet as shown below. Draw the three columns and numbers with a black marker in Figure 5.

	Photo	Signature
1		
2		
3		
4		
5		
6		

Figure 5

Laminate the sign up sheet for durability. Post this sheet near the computer center. On top of the sheet, display a sign with the classroom picture that says, "Computer Center." Take a small amount of masking tape and make an enclosed circle of tape. Tape this to the backs of the children's photographs. Near the sign up sheet, tape these classroom photos of the children on a non- porous surface (like a metal book shelf). These photos then can easily be attached to the sign up sheet by the children.

Before circle time ends, encourage the children to sign up for the computer time. When the child approaches the teacher/facilitator to sign up, have the name listing (a sheet of paper with each child's name printed in a vertical listing), a dated blank sheet of paper, and a marker ready. From the listing, the child can pick out his name. Encourage the child to write his name on the blank paper. At the beginning of the year the child's name may not be recognizable. After all the children in the classroom have signed this sheet, tape it near the computer center. Then have the children place their photo by their signature. During class ask the children, *Whose turn is it on the computer?* If no one responds, ask them to look at the sign up sheet. In some classrooms the children will be looking at the sign up sheet and keeping track of whose turn it is. By keeping a sample of these sign-up sheets throughout the year, improvement in the children's signatures will be evident as the year progresses. Figure 6 contains an example of a computer sign up sheet from one preschool classroom.

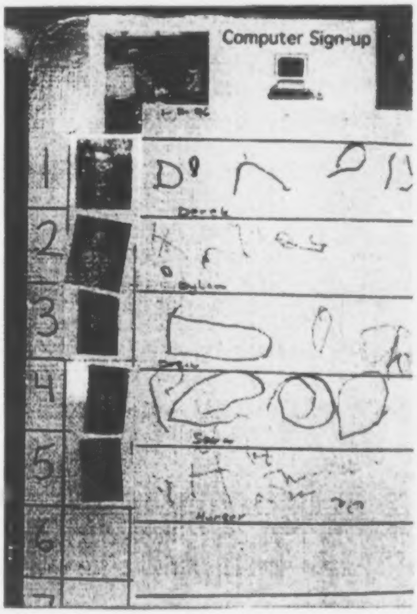


Figure 6

Adult Management Techniques

In order to offer children an appropriate environment for technology and literacy, the teacher, support staff member or family member must first become familiar with many different software programs and any needed adaptations for individual children. Technology use adds a new responsibility, requiring time to look at and review software and to design computer curriculum activities. *Helpful Hints for a Frazzled Classroom Teacher* and *Helpful Hints for Windows 95* in the Appendix provides some shortcuts which can be posted near the computer to help those staff and family members who are new to the technology and can't remember the commands needed in some software. Although software money may be limited, there are programs which, if chosen carefully, can offer almost endless activity possibilities. The effectiveness of a software program relies on the teacher's creative use and the supporting computer-related activities which are all set in a well designed environment.

Helpful Hints: Internet With Children

Many schools are becoming wired for Internet and teachers are faced with many questions on how to use it effectively, productively, and safely. Experienced teachers who use the Internet in their classroom, with children ranging from preschool through third grade suggest a list of "helpful hints".

Internet:

- Discuss the Internet with the children in your class. Helpful books include *My First Book About the Intenet* and *Internet and World Wide Web Simplified 2nd Edition*. A website that explains the Internet in simplified terms is http://muttley.ucdavis.edu/SPIT/Internet.html. Creating a simple drawing of what the Internet looks like will also help children understand how the computers are connected to each other.

- Visit the Internet as a group. If you have the capability of connecting a computer to a television monitor, introduce the Internet to the whole class. Small groups can view the Internet in front of the computer monitor.
- View a website before sharing with your students. If someone has given you a URL, it is still important to take the time to visit first.
- Discuss why it takes "a long time" for some pages to load. These pages probably have "bells and whistles" on them such as sounds and movies. If the sites are difficult to load, it would be best to practice patience when loading them or simply choose a different site.
- Create bookmarks that mark "safe sites" to visit. The bookmarks could be filed in a folder that says, "<Mrs. Blue's> Internet Sites." The children would know that these were the sites that they could visit on their own or with friends. You can also create folders within the main folder to categorize the sites, such as; reading, math, museums or for fun.
- Determine if your school has an Internet policy for early elementary students. Review the policy with the students, discussing the issues that you deem important for the age of children you serve.
- Make sure children understand that if something comes up that they don't understand, they need to tell you immediately.

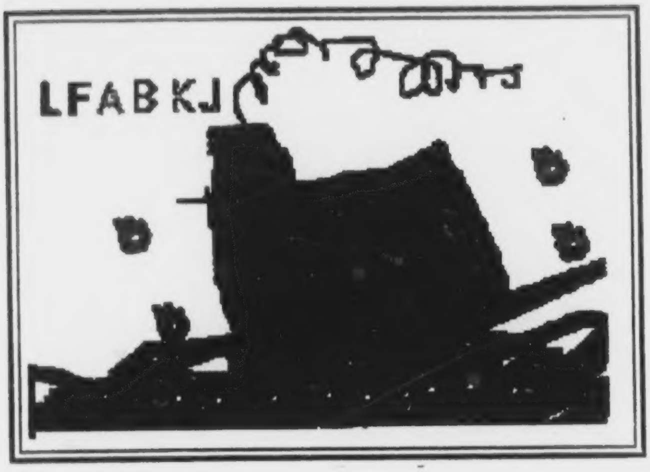
E-mail:

- Participate in "group" e-mail. In small groups with the teacher's assistance children can e-mail another class or friend of the classroom. They learn the components of a letter, communication courtesy, and problem solving skills by interacting with one another.
- Encourage children to e-mail preapproved classroom friends, family members, and classmates. A simple way to manage the e-mail addresses would be to add these names to the browser's address book. Participating in e-mail results in the younger child begins to understand that print has meaning to more complicated skills where older children are actually composing letters.

The Internet can be a fun and educational place to visit. With a few precautions and simple planning, it can add whole new dimension for learning.

Summary

Many factors must be taken into consideration to arrange the environment for technology literacy activities. Designing a literacy rich classroom with suitable reading and writing materials and appropriate software insures that young children have opportunities for emergent literacy. Computer management techniques which incorporate the use of *KidDesk*, peer helpers, and the sign up book and/or sheet promote children's independence and control of their own learning.



CHAPTER THREE

Selecting Software

Characteristics of Five Levels of Interactivity
Paired with Software

Careful review of software leads to a selection of titles that support both literacy and the classroom curriculum. Software titles in *eMERGing Literacy and Technology: Working Together* are interactive, appeal to the wide range of abilities in a class, nurture children's learning styles, and support activities at home and in the reading center and other areas of the classroom. Interactivity focuses on how many things children can do and how much interaction the software provides. This curriculum focuses on the degree of interaction that occurs between the child user and the software program. The more interactive the software, the more the child is able to manipulate what happens when the program is used. This offers an opportunity to choose from more options, with a wider range of responses and a greater control of design features.

Five levels of interactivity have been defined with the corresponding software that guide the selection of activities included in the interactive curriculum. Intended child outcomes range from understanding that pictures have meanings to knowing that each word we say can be written down, using one or more letters of the alphabet.

Levels of Interactivity

Level 1

Level 1 software, such as *Circletime Tales*, offers limited choices, a predetermined path with a fixed response. Software found in this section has fixed graphics that cannot be controlled or manipulated

Software Characteristics

- Minimal choices are offered
- Path is pre-determined
- Choice response is fixed
- Text (if any) is set and cannot be controlled or manipulated
- Sound control is limited to on/off; up/down
- Graphics are fixed and cannot be controlled or manipulated

Software Examples

Animal Tales
Camp Frog Hollow
Circletime Tales
Claws for Alarm: A Lesson in Fire Safety
Eensy and Friends
Five Green and Speckled Frogs
Monkeys Jumping on the Bed
My Favorite Monster
New Frog and Fly
Press to Play-Animals
Rosie's Walk
Storytime Tales
Switch Intro

Level 1 software is intended to be used with beginning computer activities. Many of the software programs at this level are based on stories that have very simple story lines with repeating phrases. Each page contains one sentence or phrase. An example is "Five Little Ducks, " a program on the *Circletime Tales* software. This popular story about a mother duck and her five babies can be used with very young children to encourage gesture and verbal imitation. Since there are very few words on the screen at one time, those words can be taught verbally, as well as through sign language for total communication.

Many of the programs suggested at Level 1 are switch programs. Therefore, children who are beginning switch users can become accustomed to using this device through a simple software program. Often, one switch press is required to turn the page in a story. No other interaction is offered at this level. The simple graphics and the limited input meet the needs of some children. They can attend to one person or object on the screen as they begin to understand their own control of the program. As children progress, they are encouraged to begin to use software with a higher interactivity level.

Level 2

Level 2 software, such as *JumpStart Toddlers*, offers multiple choices with a divergent but predictable path. Text is set and cannot be controlled or manipulated.

Software Characteristics

- Multiple choices are offered
- Path is divergent but predictable
- Choice response is varied
- Text (if any) is set and cannot be controlled or manipulated
- Sound control is limited to on/off; up/down
- Graphics are fixed and cannot be controlled or manipulated

Software Examples

A Silly Noisy House
Art Lesson, The
Arthur's Birthday
Arthur's Reading Race
Backyard, The
Bailey's Book House
Berenstain Bears Get in a Fight
Berenstain Bears in the Dark
Dr. Seuss's ABC
Fatty Bears Birthday Surprise
Franklin Learns Math
Franklin's Reading World
Harry and the Haunted House
How Many Bugs in a Box?
Imo and the King
JumpStart Toddlers
Just Grandma and Me
Just Me and My Dad
Little Monster at School
Magic Tales Series
McGee Series
More Bugs in a Box
Playroom, The
Reader Rabbit's Getting Ready for Letters
Ugly Duckling, The
Sheila Rae the Brave
Stellaluna
Tortoise and the Hare

Level 2 software is slightly more interactive than Level 1. Software such as *Jump Start Toddlers* offers a menu of choices. Although several paths can be chosen, the path is predictable. If the child clicks on a picture choice, he will go to the same activity over and over again. The activity has only a few variations with the choice response varied. For example, the peek-a-boo activity contains different hidden pictures. Sound in this program is limited and cannot be controlled although the program contains musical tunes that appeal to the children. Text found in this program consists of simple labeling words to describe animals and objects found in the pictures. Although the graphics in *JumpStart Toddlers* can be moved for an activity, they cannot be controlled or manipulated into changing from anything other than what they are. The shape can be thrown, but there is no other control over the graphic.

JumpStart Toddlers is used at this level to introduce children to using the computer and a basic input device. This program contains large graphics that are colorful and simple. The program is appealing to the very young child or a child with limited motor control. The program allows for limited attention span and will activate after a short time of inactivity. The keyboard and mouse are used to make choices by simply clicking on a key or moving the mouse close to an object to activate. This works well with the predictability of the program. While catering to the young child's limited attention span and lack of fine motor control, the program introduces young children to new words as the child interacts with animals in their natural habitats. The program's bright graphics are pleasing to children as they activate hot spots and begin to identify the pictures and understand that pictures tell a story. Clicking on hot spots will often activate short, rhyming tunes that children will repeat throughout the day.

Level 3

Green Eggs and Ham is designated as Level 3 software since it offers multiple choices with a divergent path providing the child with moderate control. The graphics found in Level 3 software are fixed and cannot be controlled or manipulated.

Software Characteristics

- Multiple choices are offered
- Path is divergent and user is given moderate control
- Choice response is varied
- Text (if any) is set and cannot be controlled or manipulated
- Sound control is limited to on/off; up/down
- Graphics are fixed and cannot be controlled or manipulated

Software Examples

3D Dinosaur Adventure
A to Zap!
ArtSpace
Awesome Animated Monster Maker
Busytown
Darby the Dragon
Dinosaur in the Garden
Forever Growing Garden
Green Eggs and Ham
Gregory and the Hot Air Balloon
How Things Work in Busytown
James Discovers Math
Just Me and My Mom
Kid's Zoo
Let's Explore the Airport
Let's Explore the Farm
Let's Explore the Jungle
Millie's Math House
Mixed-up Mother Goose
My First Amazing World Explorer
My First Incredible, Amazing Dictionary
Nick Jr. Play Math
Ozzie's World
Pippi Longstocking
Putt Putt Goes to the Moon
Putt Putt Joins the Parade
Puzzle Castle
Ruff's Bone
Sammy's Science House
Trudy's Time and Place

Level 3 software such as *Green Eggs and Ham* offers a menu of choices. The path is divergent and gives the child moderate control over the path to follow. Choice responses are varied. If a child clicks on an object, the response may vary from the response received before. The text in *Green Eggs and Ham* cannot be controlled or manipulated other than clicking on a word to hear the word spoken or to observe the word turn into a picture. This program does not allow control of sound other than on and off. The graphics can be clicked on for response, but are fixed and cannot be controlled or manipulated.

Green Eggs and Ham is used at this level to introduce children to the concept of story. Children using this program can observe that pictures have meaning and that pictures and words have a direct relationship. We use words to tell a story. Children reading the interactive story can click on the words to hear the spoken word and with selected words, can see the word turn into a picture. For example, the word 'ham' turns into a picture of ham. Children reading *Green Eggs and Ham* have been observed repeating the rhyming phrases and acting out the storyline.

Level 4

Software, such as *Kid Pix*, which offers multiple choices with a divergent path and total control over the program is considered Level 4. Graphics can be controlled or manipulated.

Software Characteristics

- Multiple choices are offered
- Path is divergent and user is given total control
- Choice response is varied
- Text (if any) can be controlled or manipulated
- Sound control is limited
  Graphics can be somewhat controlled or manipulated

Software Examples

Amazing Writing Machine, The
Big Job
Chicka Chicka Boom Boom
ClarisWorks for Kids
Crayola Art Studio
*EA*Kids Art Center*
Explore-A-Classic Series
Explore-A-Folktale Series
Explore-A-Story Series
Franklin's Activity Center
Gryphon Bricks
Kid Pix
Kid Works Deluxe
Kid's World
Playskool Puzzles
Stanley's Sticker Stories
Stone Soup
Storybook Weaver
Thinkin Things Collection 1
Tonka Construction

Software found at this level is very interactive. In *Kid Pix*, a graphic program, children are offered multiple choices with pencils, paintbrushes, a text tool, erasers, and more. With the selection of each of the drawing tools, more choices are offered at the bottom of the computer screen. Different sizes, shapes, and colors can be selected. The child can choose the path of drawing and writing with the many choices. Even print choices are offered in four sizes.

Text in *Kid Pix* can be controlled and manipulated. Font size variations and color can be chosen when using the typing tool for the keyboard. When using the paint text tool, the child can choose different colors and select where to place the text in the picture. Sound control is limited, but recordings can be made to accompany each drawing. *Kid Pix* also offers a slide show choice that allows children to add a prerecorded sound found in the program or record a sound to accompany each slide. Graphics can be controlled and manipulated in this program. Children can choose drawing tools, add stamps, and move their picture around the screen by selecting a moving truck. *Kid Pix* is one of the few programs that not only offers a high interactive level, but can be used with younger children.

Kid Pix is used at this level of interactivity to facilitate expressive writing and drawing activities. Children are offered multiple choices to draw, write, and create with *Kid Pix*. We often observe children drawing and writing with *Kid Pix* as they talk to other children about the picture that they are creating. Even the product that prints out captivates young children as they bend over the printer to talk about the part of the picture that is printing out. The total control of that path and choices offers children many opportunities to think about what the next choice will be or how the child can get from here to there. Children using the program and making the choices can be very creative. A young child wanting a 'new' picture, clicked on the moving truck, picked up small pieces of the picture and piled the pieces into the corner so that he could start again. *Kid Pix* offers children the opportunity to draw pictures, describe the pictures, and often times add 'emergent' text to tell about the picture.

Level 5

HyperStudio is designated as Level 5 interactivity since it offers a wide variety of choices with complete control over software elements. The software is adaptable to the child and curriculum when implemented by the teacher and family.

Software Characteristics

User is given a wide variety of choices and has total control over:

- path
- responses
- text
- sound and sound effects
- graphics
- content

Software Examples

Blocks in Motion
HyperStudio
Kid Desk Family Edition
Logo

Software found at this level, like *HyperStudio*, offers the user control over the path, the responses, the text, sound and sound effects, graphics and content. *HyperStudio* can be compared to a stack of index cards, the difference being that the stack does not have to be linear. *HyperStudio* offers added features including a variety of content from scanned photos to videotape segments. Children using *HyperStudio* can make a variety of choices from deciding what materials to add to their stack to choosing where to place the materials in the stack and selecting what sound, text, or other content to add to tell a story.

HyperStudio is used in many ways, but a common theme is to tell a story about each member of the class. Children not only share pictures of family members, but add sound and sound effects to describe the picture with corresponding speech to match the text. Children using *HyperStudio* can author an animated story and send the corresponding hard copy of the story home to share with family members.

TDEBeRENSTAIN
BEARS
MALINDA

CHAPTER FOUR
Curriculum Activities

Amazing Animals

Publisher

DK Multimedia

System Requirements

Macintosh

- Macintosh processor 68LC040 25 MHz or better
- System 7.0 or higher
- 8 MB of RAM (12 RAM for PowerPC)
- Double-speed CD-ROM drive
- Color monitor (256 colors)
- Hard drive space of 4 MB or more
- 8-bit Audio

Other PC

- PC computer, 486DX 33 MHz or better
- Windows 3.1 or 95
- 8 MB of RAM (12 MB for Windows 95)
- Double-speed CD-ROM drive
- Color monitor (256 colors)
- 11 MB of hard disk space
- 8-bit sound card

Optional

- Printer
- External Speaker
- Microphone

Software Description

Lions and tigers and lizards, oh my! Find these and other animals in Dorling Kindersley's *Amazing Animals*. If you are investigating animals, planning a trip to a farm, veterinary clinic, or zoo, check this software program out. Full of interesting facts, activities, and QuickTime video of animals and their babies, this program may be the one for you. The main menu of the program is a collage of menu items and symbols of the activities. Click once to zoom into a corner of the collage, move the mouse to the side of the screen, click and move to more menu choices. When the arrow turns to a magnifying glass, click to make a choice.

Activities include "Scrambler," "Match the Facts," "Photo Safari," "Amazing Masks," "Animal Movies," "Matching Pairs," "Pixaltor," "Copy Cat," and "Stationary Folder." From printing animal masks for dramatic production to matching baby animals with a parent, children will find well known domestic animals and not so familiar wild animals that will support learning. If your classroom is Internet savvy, a direct link in the menu will take young children to DK's Amazing Animals web site where they can find more information and activities.

Amazing Animals

Introduction

Animals appeal to young children. Most children are familiar with pets and some farm animals. Beginning this animal unit with pets and ending with farm animals helps teachers and children to explore many animal habitats that are familiar. Children have fun learning about a variety of environments in which animals live.

Materials

- Computer
- Printer
- Scanner (optional)
- *Amazing Animals*
- Display books about animals in a variety of habitats and environments.

Introductory Activity

- Read a farm story that contains pictures depicting farm buildings, machinery, fences, and animals in their habitats. Ask children what animals live on a farm. Then ask what animals live in the barn, outside the barn in fences, and out in the meadow.
- Draw on children's prior knowledge about farm animals. Before children arrive, place a large piece of paper on the chalkboard to draw on. Create a picture from the children's descriptions of the farm. Ask the children what a farm looks like.
- Brainstorm with the children kinds of places other animals live such as woods, jungle, pond, ocean, desert, Africa, and arctic tundra. Spend one to three days on several of the above mentioned habitats. The children will come up with more and more habitats that are different from the ones already explored. Keep a list of children's responses and post in the circle time area.

Computer Activity

- Children can view and interact with *Amazing Animals* freely during center time, individually, or in small groups. Questions to ask as children use the program might be: *What animal is this? Tell me about where it lives. What other animals live there?*
- Print puzzles from *Playskool Puzzles* that have animals and their habitats. Or print animal pictures from *Amazing Animals*. Glue the puzzle or picture to cardboard and cut into pieces. Place this activity in the table toy center or use as a take home, check-out item.
- As a large group, watch one of the animal movies found in *Amazing Animals*. Use the animal movies for introducing new habitats.
- For a small group activity, use the "Scrambler" and/or "Matching the Facts" games. Children can work together to complete the games.

Extended Activity

- Create T-shirts to wear on the zoo field trip or pillowcases for home that have been decorated with an iron-on transfer of the animal a child wishes to see at the zoo (or favorite one they saw if the activity is done after the field trip). To make the transfer, children can draw their animal in *Kid Pix Studio*, at the art center, or make a three dimensional creation in another center. If drawn in the art center, the animal picture can be scanned. If it is a three-dimensional creation, take a photograph of the animal and scan it or use a digital camera. Be sure to type in the child's words about this special animal.

- Hide an animal in a box for "20 Questions Game." Let each child ask a Yes or No question about the animal. Review the answers; then children can guess the animal. The teacher might want to model how to ask questions that give clues. This will take some practice; at first children will want to just guess the animals.
- Play "I Went to the Pet Shop" game. One person starts by stating "I went to the pet shop, and at the pet shop I bought (or saw) _________." The next person restates what person #1 bought and adds a new animal. For example, "I went to the pet shop, and I bought a puppy (person #1's animal) and ______________."

Summary

Amazing Animals offers a variety of ways for children to explore different animals and their habitats that are fun, exciting, and challenging.

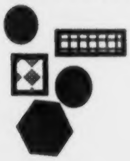
Amazing Animals

CURRICULUM INTEGRATION IDEAS

Art

- Create animals and/or habitats. Provide the following materials: paper towel/tissue tubes, yarn, pipe cleaners, crayons, markers, paints, sequins, bits of fabric, play dough, and tissue paper pieces along with glue and scissors.
- Provide animal stamps, a variety of colored stamp pads, and paper for children to make pictures.
- Use a variety of tree and bush leaves to make leaf prints (jungle and woods habitats). These can be made in the following ways: 1) brush a light coat of paint on one side of a leaf and press that side to paper; 2) solar print with solar paper and sunshine; 3) use fresh, green leaves and place them between two pieces of white cloth on a hard surface then hammer on top of the leaf to cause a print from the stain made by the smashed leaf.
- Make crayon resist paintings of pond and ocean habitats. Use crayons to draw an underwater scene. Paint over the top of the whole page with blue watercolor.

Blocks/Manipulatives



- Provide a variety of animals and blocks for building animals' homes like the zoo or pet shop. Add different materials as the different habitats are introduced. For example: plastic aquarium plants and shells for the ocean; plants, rocks, and logs for the pond; tall trees for the jungle or woods (made in the construction area).
- Provide puzzles with animals and their habitats.
- Make an animal matching game and animal lotto activity and have available for children to play. Use either exact animal matches, animals and their babies, or animals and their homes.
- Provide pattern blocks for children to design animal shapes.

Construction

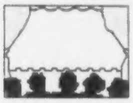
- Design and build a birdhouse. Use real child-sized tools (saw, hammer, nails, or screws) and wood pieces. Provide safety goggles.
- Build bird feeders using 2-liter pop bottles or milk jugs.
- Construct trees for the block area using paper towel/tissue tubes and assorted collage materials.
- Print animal masks from *Amazing Animals*. Children can cut out and assemble.

Cooking/Snacks

- Eat animal crackers for snack. Look for the traditional and the new ocean animal crackers. Give each child a box; children can sort the animals before eating. Leftovers can be taken home.
- Make blue jello and put in a clear cup for each child. When the jello is partially set, add the fruit snacks which come in ocean shapes (sharks, fish, diver, and treasure chest). Place in the refrigerator until done. Eat for snack! Children can help make jello and add the fruit pieces.
- Serve fish-shaped crackers (Pepperidge Farm) in a variety of flavors.
- Make deer crackers. Give each child 2 circular crackers, 2 mini pretzels, 2 raisins, and a maraschino cherry. Provide a can or two of squeeze cheese to pass around. Squeeze cheese on a

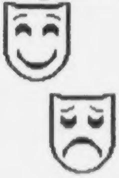
cracker and press 2 pretzels into the cheese at the top. Place the second cracker on top and use cheese to glue down the raisin eyes and cherry nose.

Dramatic Play



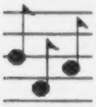
- Provide props for creating animal home environments such as a pet store, zoo, pond, or woods. Items can be made in the construction area.
- Supply animal puppets and make a stage from an appliance box. Make different backdrops to represent a variety of animal habitats. These can be made from old sheets or mural paper.
- Place animal masks in this area. Masks can be found in the program or created from paper bags and collage materials. Make tails from scrap materials and elastic pieces. Use fur cloth scraps for creating other props.

Group/Individual Story Experiences



- Act out *Jump, Frog, Jump!* or *Goldilocks and the Three Bears*. An adult or friend can tell the story.
- Teach children the fingerplay, "Five Little Monkeys Swinging in the Tree." Provide props, five monkeys and a tree, for further retelling.
- Read *Polar Bear, Polar Bear, What Do You Hear?* Children can make their own *HyperStudio* stack of the animals they might hear. Children create the title of their stack. Each child draws a picture of an animal and tells what they might hear. For example: Bill, Bill, What do you hear? Bill says, "I hear a hippo hipping at me." Add children's words, sounds, and pictures to the stack.

Music and Movement



- Listen to Shari Lewis: Lamb Chop's "Sing-Along, Play-Along" CD. Set up the player for children to listen and play along with the CD in the music center.
- Provide Raffi's "Singable Songs for the Very Young" in the music center.
- Sing and move to the Hokey Pokey. Children can choose an animal and its body parts.
- Add an animal the children pick that fits today's environment in the song "There Were Ten in the Bed." The children can act out the song as they fill in their animal.
- Sing "I Had a Rooster." Provide instruments to play along with the children's singing.
- Use instruments to keep the beat to the "Crocodile Beat" story.

Outdoor Play/Motor

- Play "Duck, Duck, Goose," but substitute animals from a targeted environment. For example: Fish, Fish, Shark or Tadpole, Tadpole, Frog.
- Use animal actions while playing "Simon Says."
- Take a tape player outside and play "Walk Like the Animals." Children can do the animal movement activities. This will also work in a large motor area.

Science/Math

- Bring in pond water (and plants) with tadpoles in it. Place in a glass container. Observe the life cycle of a frog.
- Place a collection of shells in the discovery area for sorting. Count how many are smooth, rough, white, have stripes, and so on.
- Make a graph of the children's pets and/or their favorite animals.
- Graph the different animals in a box of animal crackers.
- Print different environments (pond, forest, ocean) from *My First Incredible, Amazing Dictionary* for an animal sorting activity. Have animal photos/cards/plastic figures available

to place in the environment they are found in.

Sensory

- Make an animal sack or 'feely' box. Cut openings in the box for hands. Place a curtain over the opening so children cannot see the hidden item. Children try to guess what animal is hiding in the box or sack by feel. Ask children to verbalize the attributes they are discovering such as it's long, short, bumpy, smooth, has legs, and/or no legs and then try to guess the animal.
- Fill the sensory table with water to make an ocean or pond. Add rocks and plants. Provide toy fish, frogs, turtles, and dirt for a pond environment. Provide sea shells, sand, toy sharks, whales, starfish, and more for an ocean habitat.
- Add ice cubes in the ocean environment to create icebergs.
- Fill the sensory table with sand to simulate a desert environment. Add toy lizards, spiders, prairie dogs, and other desert creatures. Put artificial cactus plants in the table and rocks.

Literacy Links

- Label the pet shop display with a shop name, kind of animal each chose to make for the store, or which animal they really have as a pet.
- Chart what children think they will see at the zoo.
- Make a chart after the zoo trip of children's favorite animal or thing at the zoo.
- Create a class book or individual books about different animals, animal home environments, and/or pets. Children can draw pictures and dictate or write their words.
- Create a word box for use in the writing area. Children choose a word related to animals and their environments such as pond, woods, forest, farm, tundra, ocean, jungle, or desert. The children can look the word up in *My First Incredible, Amazing Dictionary* and print entry then glue the illustration on a 4x6 card. Print the word that the picture depicts. Also, children can choose words of favorite animals and animals that live in a particular environment. Children may want to create their own pictures on the 4x6 cards to add to the word box. Ask the children to print the word that describes their picture or ask for help from an adult.
- Display printed entries of environments (works and pictures) from *My First Incredible, Amazing Dictionary*.
- Make a book from information gathered in *My First Incredible, Amazing Dictionary*. Children can print entries of animals and their habitats and bind them together into a take home book.
- Provide *Your Big Backyard* magazine as a resource in the library area. This publication for children is full of poems, activities, photographs of animals in their natural environmen as well as factual information.

Related Books, Poems, Stories

- *Amazing Animal Disguises* (Sowler, S.)
- *Animal Tracks* (Dorros, A.)
- *Animals at the Zoo* (Greydanus, R.)
- *Animals Born Alive and Well* (Heller, R.)
- *Counting Penguins* (Chessen, B. & Chanko, P.)
- *Crocodile Beat* (Jorgensen, G.)
- *Emma's Pet* (McPhail, D.)
- *Fish Eyes* (Ehlert, L.)
- *Franklin Wants a Pet* (Bourgeois, P.)
- *Grover's Adventure Under the Sea* (Cooke, T.)
- *Have You Seen My Duckling?* (Tafuri, N.)
- *Ice Cream Bear* (Alborough, J.)
- *In the Woods* (Cristini, E. & Puricelli, L.)
- *Inside a Barn in the Country* (Capucilli, A.)
- *Is Your Mama a Lama?* (Guarino, D.)
- *Owl Babies* (Waddell, M.)

- *Squirrels* (Wildsmith, B.)
- *The Farm Book* (Pfloog, J.)
- *The Very Busy Spider* (Carle, E.)
- *The Zoo Book* (Pfloog, J.)
- *Wild Animal Babies* (Fulton, J.)

Related Software

- *Kid Pix Studio*
- *Let's Explore the Farm with Buzzy*
- *Let's Explore the Jungle with Buzzy*
- *My First Incredible, Amazing Dictionary*
- *Playskool Puzzles*
- *Stellaluna*
- *The Backyard*

Related Web Sites

- **Amazing Animals**: www.disney.com/disneychannel/amazinganimals
- **Discovery Channel-Animal Cams**: www.discovery.com/cams/cams.html
- **Lincoln Park Zoo**: www.lpzoo.com/menu.html
- **Los Angeles Zoo**: www.cerf.net/lazoo/animals.html
- **Smithsonian Institute National Zoological Park**: www.si.edu/natzoo

Extensions Beyond Classroom

- Take a field trip to a nearby zoo, petting farm, or wildlife park.
- Visit a local pet store.
- Visit a local farm and/or dairy.
- Invite a farmer to visit the school and bring some of his animals.
- Visit Ag Day at nearby high school where students bring their judging livestock.
- Display a pet shop in the hallway. Each child makes the animal he/she wishes to have as a pet or just an animal to be in the pet shop. Invite other classrooms to visit the shop and get to know the animals.
- Use a globe to locate animal habitats. Mark locations with drawings and printouts of animals.

Family Connections

- Invite parent volunteers to help children print iron-on transfers and transfer images to t-shirt or pillowcases.
- Ask parents to attend the zoo field trip with their children.
- Have a Mask-Making Night for families. Families and children can work together to create animal masks. The animal masks can be produced from *Amazing Animals* or created from collage materials and paper bags.
- Invite families to bring pets to share with the class. Children can talk about what their pet eats, where it sleeps, and how they care for their pet.

ArtSpace

Publisher

Macomb Projects

System Requirements

Macintosh

- Macintosh
- Color monitor (1000 colors)
- System 7.0 or later
- 4 MB RAM or more
- CD-ROM drive

Other PC

Not available

Optional

- External Speakers
- Switch
- Switch Interface
- Printer

Software Description

Art museums provide an environment for a wealth of experiences for children of all ages. *ArtSpace* gives children who are unable to walk through a museum the opportunity to explore art from their computer. Various collections of art created by adults and children in the "Adult Gallery," the "Children's Gallery," and "The Studio" can be enjoyed. Select a favorite drawing in "The Studio," as it is magically drawn with each press of a switch, TouchWindow, or mouse. *ArtSpace* is designed for easy access by young children with disabilities, allowing them the opportunity to be active participants in art activities. They will enjoy recreating their favorite Studio drawing and printing it. Adults and children without disabilities also enjoy touring the museum and participating in the activities. Lively sound effects, close up views of art, and videos of adults and children creating art are all part of this exciting multimedia program. Categories may be selected for five 'quicktrips' through the galleries, or you may choose to browse at your leisure through randomly selected rooms.

ArtSpace

Introduction

ArtSpace is a series of spaces where art can be viewed (in a museum with many galleries) or where art is made (in studios). *ArtSpace* provides a field trip simulation without the bus travel, the frantic search for a rest room, or the never-ending walk through the long corridors. This program can be used for preliminary museum experiences prior to an actual field trip to a museum or to prepare children and staff for what they are likely to experience. *ArtSpace* can also be used as a follow-up activity after the field trip. Categories in *ArtSpace* include: Collage, Lines, Music, Pottery, Sculpture, People, Cultural Diversity, Native American, Farms, Food, Transportation, Animals, Birds, Flowers and Plants, Trees and Forests, Water, and Weather and Seasons. Adaptations can be designed through switch or touch tablet use so children can enjoy the activities equally.

Materials

- Macintosh Computer with CD-ROM and color monitor
- *ArtSpace*
- Switch Interface, optional
- Switch, optional

Ahead of Time

If using a switch with the software, attach a switch interface to the computer. This could be a switch input box, Discover:Kenx, or IntelliKeys. Attach a switch to the input box. Position the monitor at the child's eye level with the keyboard moved aside to prevent distractions for the child. Preview *ArtSpace* prior to the activity to become familiar with the options. Open *ArtSpace*, select simple switch as input under 'Preferences' and have the screen ready for the child's use.

Introductory Activity

During circletime talk about different types of art such as painting, collages, and sculptures. Show examples of each type and encourage the children to talk about what they like or dislike about each piece.

Computer Activity

Encourage children to make selections. While the child is touring *ArtSpace*, talk about the different images. Ask questions such as, *Can you tell me what that painting is? What did the artist say about their drawing? Where would you like to go now?* Have children take turns when selecting images to view.

Extended Activity

- Create an Art Gallery in the classroom. Display and label children's artwork in the classroom. Feature a child as the "artist" of the week.
- Schedule a field trip to an art gallery. After the field trip encourage the children to talk about what they saw. Ask children questions to see if they can compare their "real" tour of an art gallery to the art gallery in *ArtSpace*. Talk about the people they saw in the gallery. Ask questions such as, *How did they look at the drawings? What was different?* or *What was alike?*

- Select one of the 17 categories in the software, such as "Farm" and design both computer and off-computer activities around that theme.
- Select Scanning as input under "Preferences." The child can explore how the scanning works, becoming familiar with the progression of the scanning pattern and how objects are highlighted. Once the child understands scanning, this option can be used to give the child more control as he tours the museum.

Summary

ArtSpace provides children of all ages and abilities with an opportunity to explore works of art from their classroom or home. A variety of activities can be designed around the many categories in the software. All children can participate equally in this rich art environment on their computer.

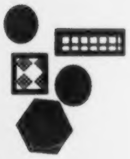
ArtSpace

CURRICULUM INTEGRATION IDEAS

Art

- Study the life of a real artist.
- Visit a studio of a local artist.
- Ask a real artist to visit the classroom.
- Paint, draw, or engage in 3-D art activities suggested by the software.

Blocks/Manipulatives



- Build with unit blocks or table blocks.
- Create patterns with mosaic or building blocks.

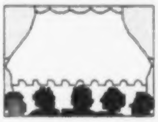
Construction

- Sculpt with clay.
- Create a wire sculpture.
- Build a cardboard box sculpture.
- Construct with clay.

Cooking/Snacks

- Have a tasting party of the food found in the Food category.
- Cook spaghetti squash.
- Roast pumpkin seeds.

Dramatic Play



- Create an art gallery.
- Display art materials and a large piece of cardboard for children to draw a 'scene' in the dramatic play area.

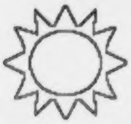
Group/Individual Story Experiences

- Draw experience stories about an art-related field trip.
- Share stories about what one of the paintings looks like to the children.

Music and Movement

- Display and explore various instruments found in the Music category.
- Play a variety of musical tapes in the art area.

Outdoor Play/Motor



- Paint a mural using a sheet hung on a fence.
- Explore shadows to discover the effects of light.

Science/Math

- Make play dough or other modeling materials.
- Make dyes from natural ingredients such as beet juice, tea, or onion.

Literacy Links

- Prior to reading a book, talk about who created the pictures for the book.
- Make a rebus chart of recipes of model materials.
- Label artworks on display.

Related Books, Poems, Stories

- *A Potter* (Florian, D.)
- *Come Look With Me: Animals in art* (Blizzard, G.)
- *Come Look With Me: Exploring Landscape Art with Children* (Blizzard, G.)
- *Linnea in Monet's Garden* (Anderson, L. & Björk, C.)
- *Make Your Own Museum* (Belloli, A. & Godard, K.)
- *Painting: A Young Artist's Guide* (Waters, E. & Harris, A.)
- *Portraits* (Schwartz, A.)

Related Software

- *EA*Kids Art Center*
- *Kid Pix Studio*
- *Kid Pix*
- *Look What I See*
- *With Open Eyes*

Extensions Beyond Classroom

- Visit a local artist or art gallery.
- Take art material to a local park and draw in a new environment.

Family Connections

- Send home an art bag filled with drawing materials for the child and family to share.
- Write a request in the weekly newsletter for the children to draw a picture of their family. Ask family members to write the names of people and pets at home. Children can share this drawing with their classmates. Display the drawings on the bulletin board.
- Create an art gallery with children's drawings, paintings, and sculpture. Invite families to the gallery's "opening" and make refreshments in the cooking area.

Berenstain Bears Get in A Fight

Publisher

Brøderbund

System Requirements

Macintosh

- Macintosh LC or later
- System 7.0 (earlier may cause occasional sound dropouts)
- 4 MB RAM
- CD-ROM drive
- Color monitor

Other PC

- IBM/Compatible 386SX or higher
- Windows 3.1 or higher
- 4 MB of RAM
- CD-ROM drive
- Super VGA graphics (640x480, 256 colors)
- Sound Blaster or compatible sound card

Optional

- Printer
- External Speakers

Software Description

Sister and Brother Bear wake up one rainy day to find themselves confined to their house by inclement weather. As the rainstorm escalates, so do Sister and Brother's stormy moods. Throughout the day, Brother and Sister clash over everything they do, until Mama Bear calms them down. Many hot spots are hidden on the pages of the electronic storybook that a child can click, making objects animate or talk in various ways. A child has the choice of using the Read mode which does not allow for any interaction by the child, or using the Play mode, which allows the child to click the various hot spots. The child can choose to re-read the words on the page, in its entirety or word by word. The words are highlighted when read by the computer. This program has the option of being read in Spanish or English.

Berenstain Bears Get in a Fight

Introduction

Most children experience conflict with their siblings and/or friends. The Berenstain Bears are usually good at sharing, but this particular morning they don't get along. The fight starts when Brother Bear gets mad at Sister Bear for taking so long in the bathroom. This leads to more fighting throughout the day and by afternoon the fight has turned into a storm. Mama Bear helps the children talk about how arguments are like a storm; they don't last forever and when it's over a rainbow appears.

The *Berenstain Bears Get in a Fight* story may help children recognize that feeling mad is okay and arguments occur. After a fight, children can calm down and start fresh. The program facilitates talking about feelings with children.

Materials

- Computer with CD-ROM drive
- *Berenstain Bears Get in a Fight*
- Books about the feelings, fighting, siblings, and/or families to display in the library corner.
- *Berenstain Bears Get In a Fight* book (Berenstain, J. & Berenstain, S

Introductory Activity

- Read the book, *Berenstain Bears Get in a Fight* aloud to the children
- Ask the children to share thoughts and ideas about the story.

Computer Activity

- Encourage the children to view and interact with the *Berenstain Bears Get in a Fight* software individually or in small groups during center time.
- Ask the children some of the following questions as they view the Living Book: *How do you feel on rainy days? Do you fight with your sister or brother? What happens when you make up? Do your parents help you and your sister or brother calm down after fighting? How do rainbows make you feel? How do you stop an argument once it gets started?*

Extended Activity

- Listen to page 4 of *Berenstain Bears Get in a Fight* and talk out arguments and conflicts. *Why did the argument between Brother and Sister start? How did the cubs feel? Is there a way to stop an argument? How many ideas can you think of that would help Brother and Sister prevent their problem.* Chart the children's ideas. Use the puppets made in the construction activity to act out solutions.
- Make a felt board and retell the story. Place the felt board in the book area so the children can tell each other the story.
- Create a chart or write the children's ideas for acts of kindness or warm fuzzies. The children can prepare notes on the computer, give hugs, or draw pictures for others.
- Act out the Berenstain Bears story and use props, such as painted rainbows, a tree house backdrop, toothbrushes, grown up clothes, and any other related items for role playing.
- Decorate a shoe box with rainbows. When a child is doing something for anyone or saying something kind, write it down and put it in the box. At snack time, share the notes with the children. Ask the children to tell you when they hear or see another (child or adult) doing

something kind. Write it down or encourage the children to write it. At the end of the day, the children can share the notes.

Summary

The Berenstains bring Mama, Papa, Brother, and Sister Bear to life through the Living Book. Children can interact with the characters and learn about getting along. The storybook offers children introductions to solving conflicts and expressing feelings while they are interacting with the pictures and story.

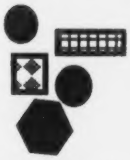
Berenstain Bears Get In A Fight

CURRICULUM INTEGRATION IDEAS

Art

- Put out a variety of colored paint at the easel. Ask children how different colors make them feel. Encourage children to paint with a color that makes them feel good.
- Make play dough. Roll, pound, and create bears.
- Provide tempra cakes for painting rainbows. Use spray bottle with water and let it rain on the picture.

Blocks/Manipulatives



- Construct a playhouse out of large blocks. Make large blocks from grocery sacks stuffed with newspaper.
- Add sticks, twine, and bark to the blocks for building.
- Display pictures of tree houses, clubhouses, or playhouses.

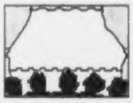
Construction

- Cut out pictures of happy and mad bears from magazines and/or catalogs. Glue to popsicle sticks to make puppets for role playing solutions for the cubs' conflict.
- Display pictures of bees with the head, thorax, and abdomen labeled. Supply materials for constructing a bee. Talk with children about the parts of a bee and other bee facts.

Cooking/Snacks

- Make aggression cookies, the more you mash and pound the better they get!
- Eat oatmeal with honey for snack.
- Prepare bear-shaped peanut butter sandwiches with honey and milk.

Dramatic Play



- Display photographs of families sharing, hugging, and playing together.
- Put out dress up clothes that zip, button, snap, and lace like grown-up's.
- Build a tree house and add props like teddy bears and paper and pencils for secret notes.
- Add a bathroom prop box - mirror, towels, toothbrushes, combs, soap, bathtub toys, and more.

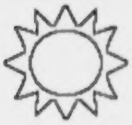
Group/Individual Story Experiences

- Listen & interact with Hap Palmer's "Feelings."
- Read *Let's Be Enemies* (Udry, J.M.), then create "Talk It Over" chairs.

Music and Movement

- "Going on a Bear Hunt"
- "The Bear Went Over the Mountain"
- "Shake Your Sillies Out"
- Jim Gill's songs about feelings.

Outdoor Play/Motor



- Play outside in a playhouse. Pretend to be siblings.
- Build a clubhouse with friends out of a large cardboard box and paint it with big brushes.
- Go on a bear hunt, hide stuffed teddy bears around the playground.

Science/Math

- Study rainbows and how they are formed.
- Chart the weather each day and predict the next day's weather.
- Talk about storms.
- Draw a line down the middle of a piece of cardboard. Ask children to sort colored plastic bears. Talk about the measurement "half." Chart the bears by color.

Sensory

- Use a "Calming Necklace" - to touch, squeeze and hold.
- Use an "Aggression Suit" to wrap up and calm down in a warm cocoon.
- Hug and love a teddy bear.

Literacy Links

- Paint a sign for the clubhouse.
- Write stories about how the children feel when fighting or sharing.
- Chart responses from families about rules at home for fighting.
- Draw facial expressions with lipstick and label feelings.

Related Books, Poems, Stories

- Poems about bears and/or feelings.
- *Trouble with Friends* and *Forget Their Manners* (Berenstain, J. & Berenstain, S.)
- *Two Greedy Bears* (Ginsburg, M.)

Related Software

- *Just Me and My Dad*
- *Switch Intro*
- *The Backyard*
- *The Tortoise and the Hare*

Extensions Beyond Classroom

- Do something special for another classroom - send "Happy" notes
- Ask the children to talk about what their parents do for them to make them feel special such as hugs, kisses, food, and/or gifts. Chart the children's responses.
- Visit a bee keeper and his bee hives.
- Visit a weather station.

Family Connections

- Have children ask their parents about the rule for fighting at home. Chart the children's responses.
- Ask parents to role play solutions for fighting/sharing at home with their children.
- Invite parents to send family photographs to display in the dramatic play area.
- Children can plan and do something special for a family member.

Berenstain Bears in the Dark

Publisher

Brøderbund

System Requirements

Macintosh

- Power Macintosh, IIci, LCIII, Performa 400 or higher
- System 7.0 or higher
- 4MB of RAM for System 7.0 or 8MB of RAM for System 7.5
- CD-ROM Drive
- Color monitor

Other PC

- IBM or compatible 486SX or higher
- Windows 3.1+ or Windows 95
- 4MB of RAM for Windows 3.1+ or
- 8MB of RAM for Windows 95
- CD-ROM Drive
- Super VGA (640x480, 256 colors)
- IBM compatible sound cards

Optional

- External Speaker

Software Description

Go with Sister and Brother Bear to the library and find some fun books to read. Later you can take an interest in mystery books, especially spooky ones with Brother Bear as he shares the story with Sister Bear who gets scared. That evening when it is time for bed, Sister Bear's imagination runs wild! In the dark of the bears' bedroom, Little Sister feels like she is in the darkness of a spooky cave from the mystery story. The clothes tree and chest of drawers appear more like cave creatures. And then there is the wailing sound! Papa Bear helps by talking with Sister Bear about his experience in the dark. He explains that imagination can make ordinary things seem scary in the dark. Sister Bear even gets the opportunity to surprise Brother Bear. This CD-ROM provides many scary situations which can lead to discussions and activities related to children's own experiences.

There are many hot spots on the pages of this electronic storybook that children can click on, making objects come to life. Almost every item on a page is interactive! The child has the choice of using "Read to Me" (computer reads the story) or "Play with Me" (children can interact with page). A child can also interact with the text on each page, either word by word or by paragraph. There are two bear games on the CD-ROM for children to play. The "Animal Match Game" is based on the "Concentration" card game. The "Picture Jumble" is a picture puzzle based on scenes from the story.

Berenstain Bears in the Dark

Introduction

Most children experience a fear of the dark at one time or another. Some children have even had experiences with their wild imaginations. The Berenstain Bears illustrate that being afraid of the dark doesn't just happen to you, but happens sometimes to little bears, too. It all starts with a trip to the library and Brother Bear's mystery book. *Berenstain Bears in the Dark* will help children recognize that their fear of the dark is experienced by others. It is children's imaginations which cause the dark to seem scary. The program provides a springboard for examining fears and imagination.

Materials

- Computer
- *Berenstain Bears in the Dark*
- *Berenstain Bears in the Dark* book (Berenstain, S. & Berenstain J.)
- Books about imagination and being afraid of the dark to display in the library corner.

Introductory Activity

Read *Berenstain Bears in the Dark* to the children. Ask the children to share thoughts and ideas about the story. Place the book in the library center for free exploration.

Computer Activity

- Children can view and interact with *Berenstain Bears in the Dark* software individually or in small groups during free play.
- Ask the children some of the following questions as they view the program: *How do you feel with the lights off? What things make you feel afraid? What is imagination? Has your imagination ever run wild? Have you ever heard a spooky story? How did to make you feel?*

Extended Activity

- Make an interactive bulletin board with the children entitled "Hiding in the Dark." Play the "Animal Match" game on the computer in small groups. Create a bulletin board for playing concentration off the computer. Take screen snapshots and print the bear characters and other items from the software (print pairs). Children can help pick which images to use. Make a large tree top and cut windows, then hide computer images behind the windows. Add a moon, stars, and fireflies to create a night time atmosphere. Children can match the pairs individually or in small groups.
- Turn the lights off and find a blank wall to project shadows onto. Use a flashlight and then place objects in front of it. Examine the shadows on the wall. Ask the children to pick items or to use their own hands to make shadow creatures. Talk to the children about how shadows appear different from the actual item. Experiment with moving objects closer to the flashlight and then farther away. Observe how the shadow changes size.
- Encourage the children to describe the shadows and use their imaginations. Make the shadows so the children cannot see the item being used. Children might want to make drawings of the shadows.

Summary

Papa, Mama, Brother, and Sister Bear are brought to life in this Living Book CD-ROM. Children can interact with the pages and learn about imagination. The program provides opportunities for talking about fears as well as learning about caves and fireflies.

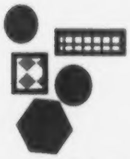
Berenstain Bears in the Dark

CURRICULUM INTEGRATION IDEAS

Art

- Create drawings with Glow in the Dark paints and crayons.
- Sculpture with Glow in the Dark playdough.
- Draw with sidewalk chalk in and around shadows.
- Create pictures of what you think about when you go to bed.

Blocks/Manipulatives



- Place small flashlights around the room for making shadows with the blocks.
- Place doll furniture with blocks to create houses. Children may also want to use the furniture to make shadows.
- Create puzzles from *The Berenstain Bears in the Dark* software.

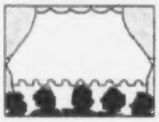
Construction

- Make Stained Glass Window Ornaments with tissue paper.
- Trace shadows of objects around the room and/or make shadow graphs (trace profiles of children).
- Make paper bag blocks with grocery bags and newspaper stuffing. Decorate with assorted stickers and markers.

Cooking/Snacks

- Make Surprise Cookies for snack and serve with Imagination Milk (use strawberry or chocolate powder).
- Bake biscuits and serve with honey.
- Serve breakfast family style by the teacher (Mama Bear).
- Use cookie cutters to make bear shaped sugar cookies or peanut butter sandwiches.
- Serve Teddy Grahams with juice.

Dramatic Play

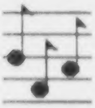


- Provide a flashlight and hang a white sheet on the wall for a Shadow Puppet Show. Ask children to use their hands to make characters in front of the light.
- Create a cave with an appliance box. Use paper bag blocks to make rocks. Place plastic "cave" animals in the cave.
- Make a Boy Scouts prop box. Use old uniforms and camping supplies.
- Provide an Imagination Prop Box (scarves, netting, hats, shoes, fabric, and plastic flowers).
- Turn the housekeeping area into a bedroom. Provide pillows, blankets, stuffed animals, a night light, clothes tree, chest of drawers, and books.

Group/Individual Story Experiences

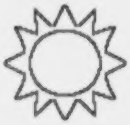
- Write a group story: "My Shadow and Me." Children can author and illustrate the book. Ask children to create their own title.
- Read the book, *Clyde Monster* (Crowe, R.), in the dark with a flashlight. Turn the lights on and have children look around the room, under chairs, and behind toys. Then look around the room in the dark. Ask children to compare. *Was there a difference*?

Music and Movement



- Image you are a bear. Move like a bear and make bear sounds.
- Dance with your shadow.
- Move with scarves in front of a light to make interesting shadows and shapes.
- Chart words for two songs from the program. Sing with the children at circle time and then put a tape player in the music center with the chart. Children can sing along on their own. Provide instruments so children can play along with the songs.

Outdoor Play/Motor



- Ride wheel toys and see what your shadow does. *Can you out run it?*
- Play music and when the music stops, find a shadow to stand on.
- Play "Shadow Tag."
- Walk around the school and look at shadows. Try to identify what is making the shadow.

Science/Math

- Look through books about caves and talk about what lives in caves.
- Explore shadows each day at different times. Note weather conditions and how they effect shadows.
- Graph shadow sizes at different times of the day.
- Display pictures of caves, plastic bats, and other cave creatures in the discovery area with a magnifying glass.
- Bring in fireflies and display them in a glass jar. Put fireflies in a dark place and observe.

Sensory

- Turn the lights off and sit in the dark.
- Listen to a tape of night sounds in the dark.
- Experiment with making sounds by blowing across the top of different sized, plastic bottles.
- Listen to sounds in the room in the dark.
- Fill the sand table with colored feathers and add small pillow cases, small stuffed animals, and blankets.

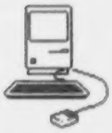
Literacy Links

- Make signs for the Shadow Puppet Show. Label items in the bedroom in the dramatic play area.
- Label items in the Discovery area.
- List the sounds heard in the dark.
- Make a recipe chart for cooking Surprise Cookies.
- Write down experiences children have had in the dark.
- Record children's words about their glow in the dark creations in the art center.
- Name and make sign for the cave.

Related Books, Poems, Stories

- *Can't You Sleep, Little Bear?* (Waddell, M.)
- *Clyde Monster* (Crowe, R.)
- *Darkness and the Butterfly* (Grifalconi, A.)
- *Harry and the Haunted House* (Schlichting, M.)
- *It Looked Like Spilt Milk* (Shaw, C.)
- "My Shadow and Me" poem
- *There's a Nightmare in My Closet* (Mayer, M.)

Related Software



- *Berenstain Bears Get in a Fight*
- *EA*Kids Art Center*
- *Harry and the Haunted House*
- *Kid Pix Studio*
- *Stellaluna*

Extensions Beyond Classroom

- Visit a cave.
- Take a field trip to a root cellar.
- Visit a classmate's basement and compare it to a cave.

Family Connections

- Invite parents to the classroom to share stories about experiences they had in the dark when they were children.
- Bring items found in caves from home like bugs, plastic toys, or rocks for the discovery area.
- Ask parents to send materials about caves from vacations.
- Invite a sibling who is a Boy Scout to visit the class and share his adventures.

Big Job

Publisher

Discovery Communications, Inc.

System Requirements

Macintosh

- Macintosh Computer
- System 7.1 or later
- 4 MB of RAM (8 MB recommended) or larger
- CD-ROM drive
- 13" or larger color monitor with 256 colors or more

Other PC

- IBM or compatible 486-25 MHz or higher
- Windows 3.1 or later
- 4 MB of RAM (8 MB recommended)
- Double-speed CD-ROM drive
- VGA Display with 256 colors or more
- Windows compatible sound card

Optional

- Printer
- External Speaker

Software Description

Big Job provides children an opportunity to explore action-packed construction, farming, and fire rescue adventures. Some of the things children may do include taking control of the wrecking ball, participating in a tractor derby, putting out a fire, and driving a big rig. Children can also assemble their own wacky big vehicles or construct city, farm and construction sites. The program has movies and music videos to view which tell about equipment and jobs done in real life. Children can earn trading cards and certificates throughout the movies and activities.

Children will have CHIPP as their expert guide to the "BIG JOB Clubhouse" on the first visit. CHIPP explains how to use the posters on the wall to select a construction, farming or fire rescue adventure and how to change sites. CHIPP will be available to help at any time by clicking on the yellow sign with a question mark.

From the "BIG JOB Clubhouse," children can explore everything there is to do. One option is "Turon's Work Site Driving Adventure." There are seven movies for each adventure. Children get to drive a truck where they steer by moving the mouse left, right and straight. The radio can be turned on and stations changed. Also, the horn can be honked. Each driving adventure includes two activities. At "Axel's Body Shop" children can design and build their own vehicles. At "Winston's Simsite" children build work sites of their own. Children choose buildings, landscapes, roads, vehicles, and other items to place on their work site. All creations the children make can be printed.

Big Job

Introduction

Construction is part of everyone's life. Road construction is an ongoing activity no matter where one may live. A child may observe road construction on the way to school, to grandparents' house, or while on a family trip. Building construction is also an everyday occurrence. Children may see the remodeling of a house (maybe their own), building additional space on a school or building a new fast food restaurant down the street.

Big Job allows children to experience construction from the inside out. They can drive a big rig, build a large machine, and watch large equipment working in a video. With *Big Job*, children can view large construction vehicles up close instead of from a distance.

Materials

- Computer system with CD-ROM drive
- *Big Job*
- Books about big rigs, farming, and fire rescue to display in the library corner.

Introductory Activity

- Create a bulletin board named "Road Construction." Ask the children to help draw roads and buildings. Add pictures or photos of large equipment, construction workers, and various building materials to the bulletin board. Discuss in circle time each aspect of road construction, naming the various equipment and materials and talking about what construction workers do.
- Read *Heavy Equipment* (J. Adkins) and use the above bulletin board for discussing construction equipment and building.

Computer Activity

- Encourage the children to view and interact with *Big Job* individually or in small groups at the computer center.
- Ask the children some of the following questions while they view the program: *How are roads built? What materials are used for building roads? What big equipment have you seen? How do you make a big machine go? Can you name anyone who works on a construction site?*

Extended Activity

- Invite children to talk about what they would like to construct. Place *Busytown* and *Richard Scarry's How Things Work in Busytown* on the computer as choices. Children can use the programs to put together their own houses and buildings.
- Gather a variety of construction toys and urge the children to discuss what each might do at a construction site. The children can use props (blocks, sand, water, dirt, sticks, etc.) to demonstrate how the equipment would work. As a group, build a road or building using props and construction toys. Talk about cooperation and shared tasks. For fun, the children can punch time cards and use stickers to keep track of their tasks.
- Use a graphics program such as *Kid Pix Studio*, to give children the opportunity to construct cities in a different environment.
- Create a *HyperStudio* stack featuring construction in the community and give children the opportunity to draw, write, talk, and animate their own construction site.

Summary

Big Job offers children the opportunity to explore "monster" machines and experience how they work and what they do. Children learn about construction and what building roads or houses involve. Most children will be able to relate their real life experiences to the program.

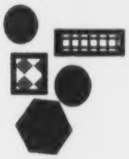
Big Job

CURRICULUM INTEGRATION IDEAS

Art

- Place mural paper on the sidewalk outside. Drive riding toys through tempra paint and ride toys on paper.
- Paint with sandbox toys on large paper.
- Paint with different size building blocks.

Blocks/Manipulatives



- Place toy trucks, cars, road signs, and stop lights, in the block area.
- Provide dirt, sand, and rocks for road building (digging, loading, and transporting).
- Make puzzles using graphics from *Big Job*.
- Display posters of big equipment in the block area.
- Place 'tape' roads on the floor for children to follow.
- Build with LEGOS.

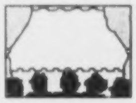
Construction

- Build sandwiches to eat.
- Construct edible trucks.
- Make toolboxes from shoe boxes.
- Design and build cardboard vehicles.
- Design steering wheels.

Cooking/Snacks

- Put sandwiches in lunch box or paper sack.
- Pour drinks from thermos or Igloo cooler
- Create truck sandwiches made from crackers, cream cheese, peanut butter, celery, and carrot rounds.

Dramatic Play



- Play with contents of prop box which includes hard hat, lunch box, steel toed boots, tool belts with tools, safety goggles, and work clothes.

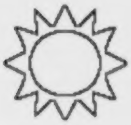
Group/Individual Story Experiences

- Share individual experiences related to big vehicles and construction.
- Invite the children to photograph or draw pictures of machines and construction sites. Put together a class book.

Music and Movement

- "I've Been Working on the Railroad"
- "Little Deuce Coupe"

Outdoor Play/Motor



- Wash trucks.
- Hammer nails into scrap wood.
- Make large riding toys into big equipment using cardboard.
- Play with shovels and buckets.

Science/Math

- Count wheels on different trucks.
- Make a weigh station with a scale. Weigh different toy trucks.
- Use a bathroom scale to weigh big equipment made by the children.

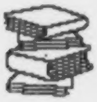
Sensory

- Add rocks, sand, or dirt to water table and put in small equipment.
- Look through safety goggles while playing with trucks.

Literacy Links

- Make tokens and tickets. Name and create a sign for the truck wash.
- Label tools.
- Name the trucks constructed from large riding toys.

Related Books, Poems, Stories



- *Bam Bam Bam* (Merriam, E.)
- *Construction Giants* (Olney, R .)
- *Girders and Cranes* (Balterman, L.)
- *Monster Road Builders* (Royston, A.)
- *Road Closed* (Kehoe, M.)
- *Up Goes the Sky Scraper!* (Gibbons, G.)
- *Who Built the Highway?* (Bate, N.)

Software

- *Busytown*
- *Richard Scarry's How Things Work in Busytown*
- *HyperStudio*
- *Kid Pix Studio*
- *Sammy's Science House*

Extensions Beyond Classroom

- Visit a construction site.
- Take a field trip to a machinery shop.
- Take a walk around the neighborhood to observe and discuss construction.
- Invite a local implement or construction expert to school.

Family Connections

- Invite parents who are in the construction field to share their experiences with the classroom.
- Ask families to send in pictures or notes about construction at their house or in the neighborhood for a class book.
- After completing the book, circulate to parents and then display in the classroom.

Castle: Great Adventures by Fisher-Price

Publisher

Davidson & Associates, Inc.

System Requirements

Macintosh

- 68040 processor or PowerPC
- System 7.1 or higher
- 12 MB of RAM
- Double-speed CD-ROM Drive
- 256-color monitor (14" or larger)

Other PC

- 486/33 MHz or faster DOS-compatible computer
- Windows 3.1 or Windows 95
- 8 MB of RAM
- 35 MB of hard disk space
- Double-speed CD-ROM drive
- Mouse
- SVGA monitor (256 colors)
- Sound Blaster or other sound card

Optional

- Speaker
- Printer

Software Description

What do you get when you cross a game show, a super hero, and a fairy tale? *Castle: Great Adventures by Fisher-Price*. From "Once upon a time...to The End," children can interact in a wordless storybook as they help free the king from a dungeon. To free the king, children must search for and find knights. After locating a possible hiding place, obstacles must be overcome. Obstacles vary for each knight and are reminiscent of a television game show. From trading merchandise in market square to finding and placing shapes in the stone above the fireplace, children search for and find the answers. The program contains animated sounds, music, and speech to guide children as they search for the answers. When the knights are found and assembled at the castle, super heroic feats (blocking boulders, scaling the castle wall, or stopping slime drops) are played out as the child selects the knights to perform the amazing feats of bravery and rescue the king.

Castle: Great Adventures combines appealing features to create a program that encourages role play and storytelling. Children explore an entire kingdom as they take risks and create their own fairy tale about kings and knights.

Castle: Great Adventures by Fisher-Price

Introduction

Castle: Great Adventures can lead to many different topics and areas of learning. Children have heard many stories that we consider fairy tales. From *Jack and the Beanstalk* to *The Princess and the Pea,* castles are found in the story line or in the illustrations. Castles may lead to discussions of past and present and on whether fairy tales could have really happened. Interest in royalty may lead to discussions of family as children realize the relationship between a prince and a son and discuss these relationships.

Materials

- Computer
- *Castle: Great Adventures by Fisher-Price*
- Display books about castles, kings, queens, princes, princesses, and other related fairy tales in the reading center.

Introductory Activity

- Read a story introducing a fairy tale with royalty and a castle in the illustrations such as *The Princess and the Pea.* Children can talk about castle's inhabitants, rooms, and decor, and where they might go to see a real castle.
- Introduce the idea of someone or something (like a pet) being lost and needing to be found. Relate this to the missing king and the knights searching for him.

Computer Activity

Children can view and interact with *Castle: Great Adventures by Fisher-Price* individually, in a small group, or as a large group (if the group is not too large). Encourage children to work together to find two knights as an introduction. Children can click on objects or characters and talk about what they think will happen. Help children understand that the goal is to find the king.

Extended Activity

- Read stories with royal characters (a prince, princess, king, and/or queen) such as *The Frog Prince, Snow White,* and *Cinderella.* Discuss the fairy tales and look briefly at their history.
- Read books about castles, books that are informative. Create a castle in the classroom out of cardboard sheets, or refrigerator boxes, or make individual castles out of small boxes.
- Read a book about knights and tournaments such as *Knights in Shining Armor* (Gibbons, G.) or *A Tournament of Knights* (Lasker, J.). Discuss knights and the tournaments they participated in during the Middle Ages. Look at how a child learns to be a knight, the weapons used and their armor and how long it took to put it on. Provide props for play acting. Shields, swords, and armor can be created from newspaper and/or cardboard.

Summary

Castles abound in fairy tales. *Castle: Great Adventures by Fisher-Price* offers children the opportunity to strengthen memory skills while supporting creative exploration. Whether children branch out to fairy tales or investigate royalty, this program offers many avenues of exploration as children explore topics, role play, and interact in a wordless story.

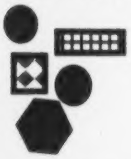
Castle: Great Adventures by Fisher-Price

CURRICULUM INTEGRATION IDEAS

Art

- Set up the easel and provide a variety of brushes and colors for children to create pictures of castles.
- Decorate tagboard crowns using a variety of materials: glitter, sequins, and tissue paper.
- Provide children with collage materials such as glitter, sequins, feathers, tissue paper, and costume jewelry pieces. Children can design their own crowns and royal scepters.
- Design individual coats of arms. Provide children with paper, markers, scissors, glue, and old magazines. Children can display a coat of arms on cardboard shields.

Blocks/Manipulatives



- Use blocks (wooden) to build castles.
- Provide Legos for constructing castles and other Medieval buildings.
- Use Play Mobile castle and toy accessories.
- Put cardboard castles in block area with toy family characters.
- Provide puzzles with fairy tale characters and castles.
- Provide the Fisher-Price castle and Little People toys to use with the blocks.
- Display photographs and/or drawings of castles, moats, knights, battlements, drawbridges, and gatehouses.

Construction

- Make castles out of cardboard boxes to place in block area.
- Construct individual castles from small boxes for children to take home.
- Build armor pieces from cardboard. Decorate using tempera paints, aluminum foil, and/or newspaper.
- Make shields (armor) from cardboard. Use fabric strips to make an arm strap. Shields can be cut in various shapes and sizes.

Cooking/Snacks

- Toast English muffins and serve with orange marmalade.
- Make sugar cookies and cut out in castle and/or crown shapes. Decorate with colored icing and sprinkles. Serve with milk.
- Build castles from graham crackers and frosting or peanut butter. Decorate with candies to make towers and battlements.
- Research types of food eaten during the Middle Ages.
- Try a variety of foods found in fairy tales such as peas, beans, cheese. and apples.

Dramatic Play

- Add crowns to dramatic play area.
- Make a Medieval Ages prop box. Place veils,

long dresses, vests, jewelry, cardboard armor, and newspaper swords in the prop box.

- Place puppets of people in this area. Children can make small crowns and vests to be placed on the puppets.
- Place a castle in this area. Cut and decorate refrigerator boxes to resemble a stone castle. Cut out a drawbridge and use a blue sheet.to make the moat.

Group/Individual Story Experiences

- Make story starter cards with three categories on each card: 1) People: prince, wizard, and queen; 2) Place: castle, kingdom, moat, and practice field; and 3) Action: placing magic spell, finding the king, having a joust, and shopping at the market in the inner bailey. Children choose a card and tell a story.
- Act out the stories told from the story starter cards.
- Read a fairy tale. Children can act out the story using props.
- Develop a *HyperStudio* stack retelling the children's favorite fairy tales. Children can draw pictures about their favorite fairy tale and dictate stories. Add video clips of children acting out fairy tales.

Music and Movement

- Sing the song, "Old King Cole."
- Dance to a variety of music from the Middle Ages (try music sound tracks).
- Move creatively using scarves. Play and move to traditional Celtic music.
- Provide a variety of musical instruments for the children to experiment with sounds. They may play along with recorded music.
- Learn a traditional Old English, Celtic, French, German, or Russian folk dance.

Outdoor Play/Motor

- Change the words of "Duck, Duck, Goose" to Prince, Prince, King or Princess, Princess, Queen.
- Make a large castle for the playground from old boxes and cardboard. Decorate and add props.
- Place the Little Tyke castle on the playground. Provide wheeled toys for pretend horses. Place banners and flags with coat of arms to decorate the castle.

Science/Math

- Plant sweet peas or beans in clear plastic cups (after reading *Jack and the Beanstalk* or *The Princess and the Pea)*.
- Measure plants once a week with unix cubes.
- Graph with green squares of paper/bar graph like the children's tower of cubes.
- Provide a variety of stones for weighing/balancing.
- Use odd chess pieces for matching/sorting. Sort the kings, queens, knights, and pawns. Trace the shape of chess piece on cardboard pieces. Ask children to match the shapes with the chess piece.

Sensory

- Add sand in sensory table to make sand castles.
- Place a variety of sand molds in the sand table along with shovels, rakes, and buckets. Have water available to make moats.
- Add plastic farm animals and people to the table for play acting.
- Make playdough. Children can mold castles, crowns, kings, horses, and armor. Provide plastic tools for creating patterns in the dough.

Literacy Links

- Chart favorite stories. Make photocopies of book covers and read. Ask children to choose their favorite fairy tale and write their name (for those who have difficulty - photo could be substituted) on the page.
- Find the section in library where fairy tales are kept and look at books. Talk about how the tales are alike and different.
- Ask children to dictate their version of the stories. Illustrate and bind for a book in the library center in the classroom.
- Name and make signs for the castles constructed in the dramatic play and outside areas.
- Label the different parts of a castle on pictures displayed in the block area.

Related Books, Poems, Stories

- *A Medieval Castle* (MacDonald, F.)
- *Cinderella* (Galdone, P.)
- *Forts and Castles* (Williams, B.)
- *Grimm's Fairy Tales* (Borgenicht, D.)
- *Hans Christian Anderson's Fairy Tales* (King, W.)
- *I Wonder Why Castles Had Moats* (Steels, P.)
- *Rumpelstiltskin* (Galdone, P.)
- *Snow White and Seven Dwarf* (Disney, W.)
- *The Frog Prince* (Ormerod, J.)
- *The Princess and the Pea* (Anderson, H.)
- *The Twelve Dancing Princesses* (Muldrow, D.)

Related Web Sites

- **Castles of Wales:** www.castleswales.com/home.htm
- **About Scotland:** www.aboutscotland.co.uk/castles/castles.html
- **The British Monarchy:** www.royal.gov.uk
- **Castles for Kids:** http://fox.nstn.ca/~tmonk/castle/castkids.html

Related Software

- *Amazing World Explorer*
- *Darby the Dragon*
- *EA*Kids Art*
- *Imagination Express: Castle*
- *Imo and the King*
- *My First Incredible, Amazing Dictionary*
- *Puzzles Castles*
- *Scooter's Magic Castle*

Extensions Beyond Classroom

- Take a trip to a library to look at the fairy tale books. Arrange for a grandparent or older sibling to read to the children.
- Visit a children's theater or local high school drama club to watch productions of favorite fairy tales.
- Invite older children to put on a puppet show with a fairy tale theme. The class and older children can work together to make puppets and scenery.
- Invite a mason to the classroom to demonstrate stone and brick laying. Visit a construction site where a mason is working and watch.

Family Connections

- Send copies of fairy tales home for parents to read to children. Provide related puzzles, activities, and props in the take-home bag. Invite parents in to see and interact with their child as he/she uses *Castle: Great Adventures by Fisher-Price* on the computer in the classroom.
- Invite parents to assist with the construction of the outdoor castle.
- Ask parents to visit the classroom and share their family history. In particular, ask families to bring in their coat of arms or have families create their own coat of arms.

The Cat in the Hat

Publisher

Brøderbund

System Requirements

Macintosh

- Macintosh or Power PC Computer
- 25 MHz 68040 processor or faster
- System 7.1 or greater
- 68040 Macintosh; 5 MB of RAM free
- Power PC; 5.5 MB RAM free
- Double speed CD-ROM drive
- 13" Color monitor of larger; 256 colors

Other PC

- Window 3.1 or Windows 95
- 66 MHz 486 or faster
- 8 MB RAM required
- Double speed CD-ROM drive
- SVGA 640x480; 256 colors
- Windows compatible sound device required

Optional

- Printer
- External Speaker

Software Description

It's a rainy afternoon and Tommy and Sally are home alone. Suddenly, something goes BUMP! The Cat in the Hat has come for a visit to liven up the afternoon! Tommy and Sally are entertained by the Cat in the Hat's bag of tricks. His tricks include a balancing act, a red box filled with Thing One and Thing Two, and a clean machine for cleaning up the house.

As with the other Living Books, this program includes "Read to Me" or "Play with Me" options. When the story is viewed by children, the text is highlighted in phrases to correspond with the reading. *The Cat in the Hat* offers exciting new features! Words are highlighted in smaller portions or phrases. When words highlighted in pink are clicked, a graphic appears to describe the meaning of the word. An added feature to the text is use of the Rebus format for substituting pictures for words.

The Cat in the Hat has a new level of interactivity. Not only can you play in the pictures, but move and play with objects on selected pages. For example, find the basketball on the first page, pick it up, and make a dunk shot when you shoot it into a wastebasket. On another page, children manipulate the objects to help the Cat in the Hat balance. The objects can be moved from one of the Cat in the Hat's hands to the other. There are many more surprises found in this interactive story book!!

The Cat in the Hat

Introduction

Siblings often find themselves together for rainy afternoons. During this time, siblings learn to cooperate and work together to solve problems as they play. Children might also use their imaginations to help pass the time on those rainy days at home or school.

Like Tommy and Sally, siblings must sometimes use their imaginations to create fun and exciting activities to keep themselves occupied. Like Tommy and Sally, siblings are also responsible for cleaning their rooms or play areas when they are finished, whether their mess was made by themselves or their imaginary friends. Children will understand and sympathize with the characters in this story.

Materials

- *The Cat in the Hat*
- *The Cat in the Hat* book (Geisel, T.)
- Computer

Introductory Activity

Read *The Cat in the Hat* book with the children and discuss the story. Let the children share their ideas. Children enjoy reciting lines along with the teacher.

Computer Activity

- Use the "Read to Me" mode during circle time. Children can watch and listen to the story. When the story is finished, ask the children about their favorite things in the story.
- Children can choose *The Cat in the Hat* software at the computer during center time. Teachers might ask children the following questions: *What is your favorite rainy day activity? What might you find in a big red box? What would the Cat in the Hat do if he came to your house? What do you like to pick up when you clean your house? What games do you play with your brother, sister, or others when you are home?*

Extended Activity

- Make a felt board with characters and items from the story. The children might enjoy playing with the Cat and his balancing objects.
- Read *Rainy Day Magic* (Gay, M.) about two children who use their imagination to have fun at home on a rainy day. Children can make a Rainy Day Activity slide show with *Kid Pix Studio*. Ask children to draw pictures in *Kid Pix Studio* of rainy day activities they do at home, school, or Grandmother's house. Ask children to dictate what their picture is about. Children can record their descriptions on their drawings with a microphone and the built in recorder. Create a slide show from the pictures. Add the slide show to *KidDesk* as a program choice.
- Provide a prop box for the children to dress up as the Cat in the Hat. Include a red and white hat, red bow tie, white gloves, an umbrella, and a tail along with some of the objects that the Cat balances. You may include books, a cup and saucer, balls, a toy boat, a plastic cake, a toy rake, a toy man, and a red fan.

Summary

What do you and your sibling do on a rainy day? Playing together and using your imaginations can make for a fun afternoon. In *The Cat in the Hat,* Tommy and Sally share their experiences with the cat. They also get to work together to clean up their room and play area. Young children can relate to Tommy and Sally's rainy day at home.

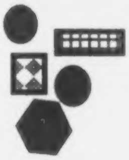
The Cat in the Hat

CURRICULUM INTEGRATION IDEAS

Art

- Paint a picture at the easel. Squirt the painting with water from a spray bott[illegible]
- Make a drawing with wet chalk.
- Draw fish with crayons and paint a fish bowl [illegible] the fish with watercolor paint
- Create a mural w[illegible] partner. Provide a variety of materials for the partners to choose from.

Blocks/Manipulatives



- Provide red and white blocks for building.
- Encourage children to work with a partner to create a pattern with the red/white blocks.
- Make puzzles using scenes from the software.
- Build replicas of homes using blocks, toy furniture, toy cars, and toy people. Reenact rainy day activities.

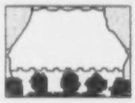
Construction

- Create a large stuffed paper fish as a group. Children can decorate the fish with paint or crayons.
- Make a large *Cat in the Hat* hat with construction paper. Children can cut strips of construction paper and glue them together to make stripes.
- Create Japanese Fish Prints by dipping a 9" to 12" long fish into paint and pressing on paper. Cut the fish out or hang the prints on a mural.
- Construct a clean machine. Using a washer or refrigerator box, children can decorate a clean machine with different media.

Cooking/Snacks

- Eat goldfish crackers out of a fish bowl.
- Make jello and cut out cat or fish shapes. Children can eat the different shapes.
- Provide a cardboard box for play with props for Thing One and Thing Two. Include regular housekeeping supplies. Children can work cooperatively to clean up the area or set up for snack.

Dramatic Play



- Create a hat rack. Provide hats for children to try on.
- Provide props for rainy day activities. Children can role play their favorite rainy day activities.
- Supply cleaning equipment or a clean machine (such as a vacuum) so that children can "clean" the housekeeping area.

Group/Individual Story Experiences

- Provide a 20 question box about the story, *The Cat in the Hat*. Children can ask questions and make predictions about the story.
- Act out the story using props and costumes.
- Provide a bag of objects. First, allow the children to feel one or two objects and make predictions as to what the objects are. Pull the objects out of the bag and talk about them.

Music and Movement

- Create a cat/hat rap and chart the words.
- Record music from the software and chart words for children to sing along.
- Provide musical instruments for children to create music together.

Outdoor Play/Motor

- Ask students to balance different items. Students can balance different items from the story like the cake, a cup and saucer, or a toy rake.
- Provide a balance beam or tape on the floor to allow children an opportunity to walk along and balance on it.

Science/Math

- Balance objects like those used in the story with balancing scales.
- Care for a classroom pet. Children can be assigned "Pet Keeper" for a day to learn the basics of pet care.
- Use a sorting tray. Children can sort objects from the story according to color, size, and shape.

Sensory

- Explore fish and other objects using a water table.
- Create a Cat in the Hat out of play dough or clay.

Literacy Links

- Create signs for the red box. Children can draw pictures to represent the things in the box.
- Draw, label, and decorate Thing One and Thing Two. The children can cut them out and post on a wall or bulletin board in the classroom.
- Create a recipe chart for jello jigglers. Use pictures and drawings to depict measurements and amounts used in the recipe.

Related Books, Poems, Stories

- *Henry and Mudge and the Long Weekend* (Rylant, C.)
- *I Did It* (Rockwell, H.)
- Mercer Mayer Books
- *Rain* (Spier, P.)
- *Rainy Day Dream* (Chesworth, M.)
- *The Cat in the Hat Comes Back* (Geisel, T.)

Related Software

- *Arthur's Reading Race*
- *Berenstein Bears Get in a Fight*
- *Berenstein Bears in the Dark*
- *Busytown*
- *Gryphon Bricks*
- *Just Me and My Mom*
- *Just Grandma and Me*
- *Just Me and My Dad*
- *Kid Pix Studio*
- *Sheila Rae, the Brave*

Extensions Beyond Classroom

- Invite a juggler or a person who can balance objects to come in and give the class a show. The children can experiment with juggling or balancing safe objects on their heads or in their hands.
- Invite a magician to visit the classroom. Help children do a simple magic trick.
- Take a field trip to Wal-Mart. Visit the pet department. Discuss the animals that the children saw in the department.
- Visit a vet clinic or invite a vet to come in and talk about pet care. Invite a parent to bring in a cat for the children to see.

Family Connections

- Ask children to bring in pictures of siblings, family and their house. Make a collage from the pictures.
- Host a "Sibling Night" where children can bring in siblings and do rainy day activities together.

Chicka Chicka Boom Boom

Publisher

Hasbro Interactive

System Requirements

Macintosh

- Power PC or better
- 33 MHz 68040 processor or faster
- Macintosh System 7.0 or higher
- 8 MB RAM
- 2X CD-ROM Drive
- 256 Color monitor
- Microphone (if not built-in)

Other PC

- IBM or compatible 486 (66 MHz) or higher
- Window 3.1 or Windows 95
- 8 MB RAM
- 65 KB of hard drive space
- 2X CD-ROM Drive
- SVGA 256 Color monitor
- Windows compatible sound card required
- Microphone recommended

Optional

- Printer
- External Speaker

Software Description

"A told B and B told C, I'll meet you at the top of the coconut tree!" All the little letters in *Chicka Chicka Boom Boom* climb to the top of the coconut tree and soon BOOM BOOM, they find themselves tumbling down again! Mamas and papas, and uncles and aunts help the little letters get out of the tumble. They are soon back to the coconut tree by the light of the full moon!

"Multimedia Players" are the guides through the different activities featured in the program. Brian, Erin, Jeff, Kristen, and Tina are the real-life kids known as the "Mutlimedia Players" who lend a helping hand with lots of giggles as children interact with the software. Opportunities are provided to interact in the "Sing Along," "Bang and Clang," "Jump and Jingle," "Read Along," "Explore S'more," and "Letter Line-Up." These activities provide experiences with reinforcing letter recognition, musical experimentation, and letter awareness. Children are able to create songs and explore different types of instruments. The story can be listened to in the "Read Along" mode.

Chicka Chicka Boom Boom provides opportunities for children to play and learn through their interactions with the program. For example, children can click on a letter in the "Explore S'more" and hear a sentence about the letter. In the "Letter Line-Up," children can test their alphabet knowledge by rearranging the mixed up alphabet letters. The combination of music, real-life guides, and interesting activities bring this story to life.

Chicka Chicka Boom Boom

Introduction

Children love to play. They climb, run, jump, and race to the playground at play time. Sometimes Boom! a tumble occurs and children need a hand to help them up. In *Chicka Chicka Boom Boom* will there be enough room for A, B, C, and D to meet at the top of the coconut tree? We find that when the little letters come tumbling down, there are loving hands to help them up! When using this program, children can interact with letters in a nonthreatening environment while exploring a jungle theme.

Materials

- Computer
- *Chicka Chicka Boom Boom*
- *Chicka Chicka Boom Boom* book (Martin, B.)
- Books about the alphabet, animals, jungles, and/or the zoo to display in the reading center.

Introductory Activity

- Read the book, *Chicka Chicka Boom Boom*, to introduce the story. The story can be read by the teacher or a parent. If the story is available on tape, listen to the story and song recording. Place the book and tape in the listening center for use by children.
- Provide musical instruments for children to play while listening to the story on tape.
- Create a jungle in the gross motor area or all purpose room. Build a coconut tree: decorate a pole (i.e. support column, volleyball pole, or PVC pipe) with brown mural paper and add leaves. Make paper mache coconuts to use on the tree. Provide props for play acting.

Computer Activity

- Listen to the story in the *Chicka Chicka Boom Boom* software during circle time.
- Introduce the program to a small group of children during group time and sing along with the program while playing musical instruments.
- Provide *Chicka Chicka Boom Boom* software as a choice during free time. Be sure the hard copy of the book is near the computer. Children can view the program individually or in small groups. Ask the children some of the following questions while they view the program: *What is your favorite letter? What other letters do you know? What is your favorite animal? Do you like the jungle? Have you ever tasted coconut? Do you like the story? Which part of the program do you like to play? Can you sing the Chick Chicka Boom Boom song? Could you make up a rap song about your favorite letter or animal?*

Extended Activity

- Take a field trip to a local zoo or animal farm.
- Make a felt board with the coconut tree, coconuts, and letters. Place a copy of the book and/or a tape recorder with the song next to the felt board. Encourage children to tell the story in their own words.

Summary

Identifying and seeing letters in use is a fascinating learning activity for young children. This program not only offers a variety of letter activities, but combines rhymes that invite children to play and have fun.

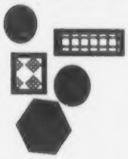
Chicka Chicka Boom Boom

CURRICULUM INTEGRATION IDEAS

Art

- Create collages from macaroni and yarn for children to experiment with forming letters.
- Provide a variety of materials for painting at the easel. Include letter and animal shaped sponges.
- Paint a mural of animals and letters around a coconut tree. Encourage children to write or draw the name of the animals.
- Make bread dough for children to form letters and animals. After dough dries, children can decorate creations with paint.

Blocks/Manipulatives



- Build a zoo from blocks, Legos, and/or Lincoln Logs. Add animals, people, and letters to the block area.
- Provide waffle blocks and stuffed animals. Children can build cages for the animals or create other structures.
- Create letters with wooden blocks or cardboard brick blocks.

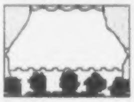
Construction

- Make musical instruments from recyclable materials.
- Create animals from alphabet letters. Draw a letter on paper. Children can add their drawing and/or collage materials to form animals.
- Build a coconut tree out of newspapers. Use tempera paint to decorate.
- Provide wood working materials for children to create letters from wood blocks.

Cooking/Snacks

- Make and eat alphabet soup for snack.
- Provide bread sticks or biscuit dough for children to form letters. Bake and eat for snack.
- Serve animal and/or letter crackers with juice.
- Make animal and/or letter sandwiches. Provide animal and letter cookie cutters. Children can make a peanut butter or cheese sandwich in different shapes.

Dramatic Play



- Make cages out of big boxes (appliance box). Children can decorate the cage to resemble an animal's home environment. Place stuffed animals and pictures of animals in the cages.
- Supply a prop box for animal costumes. Place fabric pieces such as animal prints or fur in the box. Make boxes that look like turtle shells. Add tails, ears, caps, and more.
- Decorate the dramatic play area as a jungle, zoo, or animal habitat. Add trees, leaves, tropical plants, vines, and stuffed monkeys. Hang letters on the trees and vines.
- Pretend to be animals in the zoo or jungle.
- Make a coconut tree from 3 lb coffee cans. Stack cans and duct tape them together. Cover with brown mural paper and add leaves. Make coconuts from wadded brown paper. Hang letters on the tree.

Group/Individual Story Experiences

- Act out letters of the alphabet. Children can choose to be a letter and put on a play about their letter.
- Provide a basket of letters and a coconut tree. Make letters from cardboard pieces, decorate with markers or paint. Construct a coconut tree from paper towel tubes and construction paper. Place in the reading area for children to use while retelling the story individually or in small groups.
- Place magnetic letters and a board in the reading area. Children can draw a coconut tree on the board and retell the story using letters.
- Create a *HyperStudio* stack of the children's favorite letters and/or animals. Children can draw pictures and dictate stories about their drawings. Combine the cards to make a class alphabet book. Children can record their words or make animal sounds.

Music and Movement

- Sing and move to Hap Palmer's "Elephant Song."
- Walk like different animals.
- Provide musical instruments for exploration.
- Tape the "Chicka Chicka Boom Boom" song. Children can sing to the recording. Children can also play musical instruments with the song.
- Sing "I've Been Eaten by a Boa Constrictor."

Outdoor Play/Motor

- Form letters with children. Children can lie on the ground or stand to form different letters, working together or alone. Take pictures that can be displayed or used in a computer activity.
- Play "Animal Names" where children act out an animal and others name the animal.
- Play a game on the jungle gym or other play equipment called, "Will There be Enough Room?" Children can see how many people will fit on the equipment.

Science/Math

- Sort alphabet letters in a sorting tray.
- Chart children's favorite animals.
- Create a "Will There be Enough Room?" activity. Children predict how much of something will fill a container, but not overflow it. Children can experiment with containers and small items (counting bears, letter blocks, or water).
- Explore the jungle. Place books and pictures about the jungle, plants, and animals in the discovery area.
- Place a whole coconut and a coconut half in the discovery area. Provide magnifying glasses.

Sensory

- Taste coconut: fresh coconut, shredded coconut, coconut milk, and Mounds Bar.
- Place letter shaped cookie cutters in the sandtable.
- Provide playdough or modeling clay to create animals or letters.
- Create letters in shaving cream. Spread shaving cream on a table. Children can create letters.

Literacy Links

- Dictate stories about collages pictures.
- Label drawings on the mural.
- Label pictures displayed in the block area.
- Name the animals and give their home a name.
- Display recipe cards for the animal/letter sandwiches.
- Make name tags for the stuffed animals in the zoo.

- Chart predictions for the activity, "Will There Be Enough Room?" in the science center.
- Label parts of the coconut tree.
- Label tropical plants in the discovery area.
- Chart favorite coconut food.
- Display a chart with the words for the "Chicka Chicka Boom Boom" song.

Related Books, Poems, Stories

- *A Children's Zoo* (Hoban, T.)
- *An Alphabet of Animals* (Brent, I.)
- *Color Zoo* (Ehlert, L.)
- *Dr. Seuss's ABC* (Geisel, T.)
- *The Alphabet Symphony: An ABC Book* (McMillan, B.)
- *The Day Jimmy's Boa Ate the Wash* (Hoble, T.)
- *V for Vanishing: An Alphabet of Endangered Animals* (Mullins, P.)

Related Software

- *A to Zap!*
- *Amazing Animals*
- *Dr. Seuss's ABC*
- *HyperStudio*
- *Kid Pix Studio*
- *Let's Explore the Jungle with Buzzy*
- *My First Incredible, Amazing Dictionary*
- *Thinkin' Things I*

Related Web Sites

- **Giraffe Cam:** http://c.unclone.com/zoocam.html
- **National Zoological Park:** www.si.edu/natzoo/
- **The Judy and David Page - Children's Music:** www.judyanddavid.com/
- **Rainforest Action Network:** www.ran.org/ran/kids_action/index.html

Extensions Beyond Classroom

- Take a field trip to a local zoo.
- Visit a local animal related factory (i.e. Purina Farms).
- Visit a local grocery story to view the coconuts and other tropical items.

Family Connections

- Give each child an alphabet letter to take home. Parents and children can work together to find household objects that start with the letter. Children and parents may draw pictures or take photographs of their objects. Create a *HyperStudio* stack with the family's drawings or photographs.
- Send home musical instruments for children and parents to explore. Include a small tape recorder and tape for families to record their music exploration. Share tapes with the class.
- Invite parents to share family pets with the class.
- Invite a parent who works with animals to visit the class and talk to the students about animals.

Circletime Tales Deluxe: Five Little Ducks

Publisher

Don Johnston Inc.

System Requirements

Macintosh

- Macintosh LC II or higher with hard drive
- System 7.0 and higher
- 8 MB RAM recommended with 4 MB RAM available
- CD-ROM Drive
- Color monitor

Other PC

- IBM or compatible 486/33 or higher
- Windows 3.1 or Windows95
- 8 MB RAM
- 2-16 MB hard drive space
- CD-ROM Drive
- Color monitor
- Sound Blaster or compatible sound card

Optional

- Switch Interface
- Switch

Software Description

Young children will enjoy these three nursery rhymes: "Five Little Ducks," "Eensy Weensy Spider," and "Mary Wore Her Red Dress." Children can listen and watch the animation in these stories. This program encourages development of beginning literacy skills such as directionality, rhyming, and repetition. Under Options the teacher can set word viewing for word-by-word or phrase-by-phrase highlighting. When scanning, the speech can be turned off or on. Children can learn switch skills (scanning and tracking) as they read the nursery rhymes. Auditory and visual cues are provided to assist children click a mouse, press a switch, or activate a TouchWindow. *Circletime Tales Deluxe* can promote social interaction in individual or group settings at the computer center.

Circletime Tales Deluxe Five Little Ducks

Introduction

"Five Little Ducks" is a popular story and children's song. The story has repetitive verses that children love to recite. Many children can relate to being outside playing and hearing a parent, grandparent, or sibling calling for them to come home. How many children immediately stop what they're doing and go home? Do some children dawdle on the way back home? Children also enjoy telling how many ducks went out to play and how many ducks came swimming back. After listening to the song or story a few times, children can make predictions about the number of ducks.

Materials

- Computer
- *Circletime Tales Deluxe*
- Switch Interface
- Switch

Ahead of Time

Position the monitor on a low table with the keyboard and computer out of the child's visual field. To limit distractions, cover the pieces of equipment that are not being used by the child. Secure the switch in a switch holder or mount to provide a stable position for activation. Position the monitor so that it is within easy viewing for the children.

Open the program, *Circletime Tales Deluxe*, and select the "Five Little Ducks" story. Under "Settings" select one switch. Use a switch interface with a switch or set up Discover:Kenx or IntelliKeys for switch activation. Test the switch with the program before the children use it to make sure it is activating properly.

Introductory Activity

Read the story "Five Little Ducks" in commercial book form or as a book made from the computer screens. Encourage the children to talk about the mother and baby ducks and what happens in the story.

Computer Activity

- Encourage the child to listen to each page of the story, then press the switch to go to the next page. Talk about the action on the screen and encourage the child to imitate gestures relating to the action, such as swimming. Ask the child to predict what will happen next. Talk about how many ducks have left and how many remain. What will the mother duck do? Encourage the child to talk about what is happening in the story and on the screen. Relate the story to ducks in the child's environment.
- Invite the children to take turns pressing a switch to turn the page in the story. Imitate sounds and gestures relating to ducks and swimming. For younger children, this activity can be conducted with parents and children together.

Extended Activity

- Using play ducks and a foam board, recreate the story starting with five ducks and ending with just the mother duck. Encourage children to explore the figures and make up their own story.
- Encourage children to draw pictures related to their interpretation of the story. Put the pictures together as a class book. The children can "write" a story on their page or read the story together as a group. The book can then be sent home with each child to be shared with family members.
- Create a pond environment in the classroom with water table and rubber ducks. Encourage the children to explore and recreate their own stories about ducks.
- Design a foam board with duck figures and encourage the children to play with the mother and baby duck figures. Characters from the program can be captured and printed. Other objects found in a pond, such as lily pads, frogs, insects, and fish, can be designed and added to the scene. Attach Velcro to all objects and characters so that the children can then play and create pond scenes.
- Make popsicle stick figures of the mother and baby ducks using screen dumps or draw the figures on poster board. Encourage the children to play with the figures and reenact the story from the computer or make up a new story about the ducks. Look at the similarities and differences between the baby ducks.
- Read other books about ducks, such as *The Ugly Duckling*. Discuss the differences and similarities in the stories. After children explore "The Five Little Ducks" story, design activities around mother animals and their babies or the sounds animals make.

Summary

A popular children's story becomes the springboard for many group and individual activities. The children's experience with the story on the computer leads to exploration of families, ducks, and their environment. The sounds and motions made in the program lead to activities ranging from simple imitation to identification of a variety of different animal sounds and movements. Through off-computer activities and individual adaptations, each child is given the opportunity to participate in experiences related to the story. Many skills, including emergent literacy, cognitive, communication and motor, can be enhanced through the design of the activities.

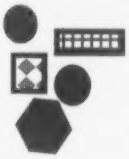
Circletime Tales Deluxe Five Little Ducks

CURRICULUM INTEGRATION IDEAS

Art

- Paint with feathers.
- Sponge paint with "webbed feet" sponges.
- Sponge paint with duck-shaped sponges.
- Draw real ducks.

Blocks/Manipulatives



- Build a pond with blocks or LEGOS for plastic ducks
- Build a duck puzzle.
- Make a cardboard shelter for the ducks to hide in.

Construction

- Make a duck shelter with card board boxes and decorate.
- Make screen dump duck puppets and glue to popsicle sticks.

Cooking/Snacks

- Make Jell-O jigglers using duck cutouts.
- Make croutons to feed to the ducks.
- Eat cheese crackers in the shapes of ducks or fish.

Dramatic Play

- Move like a duck.
- Reenact the story.
- Use laminated screen dump characters for a flannel board story.

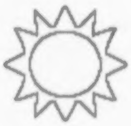
Group/Individual Story Experiences

- Play "Lucky Ducks Game."
- Use the Velcro mitt with little ducks to pull off as you sing the song.

Music and Movement

- Sing "Five Little Ducks" song using duck puppets.
- Sing other duck songs such as "Ducks Like Rain" (Raffi).
- Sing "Eensy Weensy Spider" to go along with other story on disk.

Outdoor Play/Motor



- Play "Duck, Duck, Goose."
- Practice duck waddling.
- Walk through a small pool of water with swimming fins as ducks webbed feet.

Science/Math

- Observe ducks at a pond.
- Feed the ducks a variety food such as bread crumbs or sunflower seeds. Chart the ducks' preferences.
- Photograph and label types of ducks found at the pond.
- Hatch duck eggs as a class project. Document and chart growth.

Sensory

- Fill water table with plastic ducks to float or sink.
- Pet baby ducks or chicks from a farm or pet store.

Literacy Links

- Create a rebus chart for duck shelter directions.
- Label ducks with numbers.
- Create a classroom book about ducks.
- Make a sign for the play pond in the room.

Related Books, Poems, Stories

- *Across the Stream* (Ginbsurg, M.)
- *All My Ducklings* (Wellington, M.)
- *Busy Beaver Pond* (Silver, D. M.)
- *Duckling: At Home on the Pond* (Toast, S.)
- *Ducks Fly* (Dabcovich,L.)
- *Ducks, Ducks, Ducks* (Otto, C.)
- *Have You Seen My Duckling?* (Tafuri, N.)
- *Jemima Puddle Duck* (Potter, B.)
- *Life in a Pond* (Fowler, A.)
- *Make Way for Ducklings* (McCloskey, R.)
- *Nine Ducks* (Hayes, S.)
- *The Story about Ping* (Flack, M. & Wiese, K.)
- *The Ugly Duckling* (Anderson, H. C.)
- *Too Much* (Stott, D. M.)

Related Software

- *JumpStart Toddlers*, "Sing with the Animals"
- *McGee Visits Katie's Farm*
- *Sammy's Science House*
- *The Playroom*
- *The Treehouse*

Extensions Beyond Classroom

- Take a field trip to a pond, lake or river that has ducks.
- Visit a wildlife refuge.
- Visit a petting zoo.

Family Connections

- Visit a pond to watch and feed ducks.
- Invite a family who lives near a pond to share stories and pictures about ducks.

Five Frogs

Publisher

SoftTouch/kidTECH

System Requirements

Macintosh

- Macintosh
- System 7.0 and higher
- 8 MB RAM recommended with 4 MB RAM available
- Color monitor

Other PC

- Not available

Optional

- TouchWindow
- Switch Interface
- Switch(s)
- Printer
- External Speaker

Software Description

The classic poem and song "The Five Green and Speckled Frogs" appeals to young children. *Five Frogs* is a software version of the classic. Although the content focuses on learning numbers, some children will enjoy just activating the screens to hear the song and watch the animation. Six activities begin with cause and effect and progress to matching numbers. One activity focuses on practicing directionality on a number line. Another activity teaches beginning subtraction with a number line. Options include auditory or quiet scanning, number of choices, and input with a switch or a TouchWindow.

Five Frogs

Introduction

Young children enjoy watching and trying to catch frogs at a pond, park, or even in their backyards. Through the use of the program, *Five Frogs*, children can see frogs jumping right from their computer screen. "Five Green and Speckled Frogs" is a popular children's poem and song. The poem has repetitive verses. Children can also enjoy telling how many frogs are sitting on the log and pretending to catch bugs on their tongues. After listening to the song or poem a few times, children can make predictions about the number of frogs.

Materials

- Computer
- *Five Frogs*
- Switch Interface
- Switch
- Toy frogs, bugs, a log, and a foam board or flannel board

Ahead of Time

Open the program, *Five Frogs*. Under "Access Menu," select single switch. Use a switch with a switch interface, IntelliKeys, or Ke:nx set up. Under "Activities," select "Let's Play." Under "Pick Number of Choices," select from one to six. Test the switch with the program before the children use it to make sure it is activating properly. Make a book with screen snapshots from the program.

Introductory Activity

- Read the poem "Five Green and Speckled Frogs" in commercial book form or as a book made from the computer screens. Encourage the children to talk about the actions of the frogs and what happens in the poem. Invite the children to sing the poem with you.
- Sing the song with the class during circle time.

Five green and speckled frogs
Sat on a speckled log
Catching some most delicious bugs. Yum, yum!
One jumped into the pool,
Where it was nice and cool.
Then there were four green and speckled frogs. Glub, glub!

(Substitute four, three, two, and one, in place of five to finish each verse.)

Computer Activity

- Encourage children to listen to each verse of the song and to press the switch when ready to go to the next verse. Talk about the action on the screen, encouraging the children to imitate gestures relating to the action, such as sticking out their tongues to catch imaginary bugs and jumping. Ask the child to predict what will happen next. Talk about how many frogs have jumped into the pool and how many remain on the log. What will happen next? Encourage children to talk about what is happening in the song and on the screen. Relate the poem and song to frogs in the child's classroom environment.

- Use play frogs, bugs, a log, and foam board, to recreate the poem starting with five frogs and ending with just the log. Encourage children to explore the figures to make up their own story.
- Encourage all of the children to take turns pressing the switch to select a new page in the song. Imitate sounds and gestures relating to frogs and jumping. For younger children, this activity could be conducted with parents and children together.

Extended Activity

- Encourage children to draw pictures related to their interpretation of the poem. If a child is unable to hold a crayon or marker to draw, she can use a software program, such as *Kid Pix Studio* with the TouchWindow or another input device. Put the pictures together as a class book. Children can "write" a story on their page. Read the story together as a group. The book can be sent home with each child to be shared with family members.
- Create a pond environment in the classroom with water table and rubber or plastic frogs. Encourage children to explore and recreate their own poems and songs about frogs.
- Design a foam board with frog figures and encourage children to play with the figures. Characters from the program can be captured and printed. Other objects found by the pond, such as lily pads, ducks, insects, and fish can be designed and added to the scene. Attach Velcro to all objects and characters so children can play and create their own pond scenes.
- Make Popsicle stick figures from the five frogs. Encourage the children to play with figures and reenact the song and poem from the computer or make up a new song about frogs. Look at the similarities and differences among the five frogs.
- Read other books about frogs, such as*The Frog* (Royston, A.). Discuss the differences and similarities in the stories.
- After the children explore the *Five Frogs* software program, design activities around an aquarium. Document the changes as tadpoles grow into frogs, and observe what tadpoles and frogs like to eat.

Summary

A popular children's poem and song is the springboard for many group and individual activities. The children's experience with the song in the computer program will lead to exploration of frog movements and documentation of changes as the aquarium tadpoles become frogs. The sounds and motions made in the program enhance activities ranging from simple imitation to identification of a variety of different sounds and movements. Through off-computer activities and individual adaptations, each child is given the opportunity to participate in experiences related to the story. Many skills related to emergent literacy, elements of cognition, communication, and motor can be enhanced through the design of the activities.

Five Frogs

CURRICULUM INTEGRATION IDEAS

Art

- Draw tadpoles and frogs found in the classroom aquarium.
- Sponge paint with frog shaped sponges and green paint.
- Paint on frog-shaped paper.
- Use kitchen gadgets as "hoppers" to action paint.

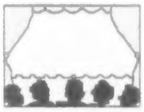
Construction

- Make frog masks using green collage materials and jiggly eyes.
- Take screen snapshots of the frogs from the software program, print, and laminate; attach Velcro. Use on flannel board or mitt.
- Make Popsicle stick puppets with frog characters. Use reverse Con-Tact paper for the frog's sticky tongue.

Cooking/Snacks

- Create bugs on a log with celery sticks with cream cheese and raisins on top.
- Make green Jell-O Jigglers and cut with frog-shaped cookie cutter.

Dramatic Play

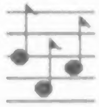


- Pretend to be leaping frogs.
- Play out the song with a "log" and five frogs. Use the frog masks.
- Use laminated screen snapshot characters for a flannel board story.

Group/Individual Story Experiences

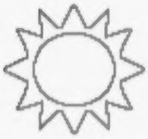
- Use the Velcro mitt with little frogs to pull off as you sing the song.

Music and Movement



Sing songs from the book, *Jump, Frog, Jump*.

Outdoor Play/Motor



- Adapt the "Duck, Duck, Goose" game to Frog, Frog, Toad.
- Use a balance beam to sit on and leap off.
- Play "Leap Frog."

Science/Math

- Set up an aquarium as a tadpole and frog environment to study life cycle.
- Count tadpoles and frogs. Graph growth.
- Compare frog and toad egg hatching.

Sensory

- Add a water table with plastic frogs and "logs."
- Reinforce concepts of "in," "out," "float," and "sink."

Literacy Links

- Create rebus chart for the snack recipes, Bugs on a Log and Jell-O Jigglers.
- Label frogs with numbers.

Related Books, Poems, Stories

- *All Eyes on the Pond* (Rosen, M.)
- *Brown Bear, Brown Bear, What Do You See?* (Martin, B.)
- *Fish is Fish* (Lionni, L.)
- *Five Green and Speckled Frogs* (traditional)
- *Frog Holiday* (Gordon, M.)
- *Froggy Gets Dressed* (London, J.)
- *Green and Freckled Frogs* flip book *(National Educational Network, PO Box 426, Hilmar, CA 95324)*
- *The Frog* (Royston, A.)
- *The Frog Who Drank the Waters of the World* (Newton, P.)

Related Software

- *Amazing Animals*
- *My First Incredible, Amazing Dictionary*
- *Rosie's Walk*
- *Sammy's Science House*

Extensions Beyond Classroom

- Take the class on a field trip to a pond, lake or river that has frogs.
- Visit a pet store that sells reptiles, frogs, and other amphibians.
- Visit a pond to watch frogs.

Family Connections

- Visit a pet store with your child.
- Take a family trip to a lake or pond.

Green Eggs and Ham

Publisher

Brøderbund

System Requirements

Macintosh

- Power Macintosh, IIci, LCIII, Performa 400, or higher
- Macintosh System 7.0, System 7.5
- 8 MB RAM
- CD-ROM drive
- Color monitor

Other PC

- IBM or compatible 486SX or higher
- Windows 3.1 or Windows 95
- 8 MB RAM
- CD-ROM drive
- Super VGA (640x480, 256 colors)
- IBM compatible sound cards

Optional

- Printer
- External Speaker

Software Description

Would you, could you in a boat? Do you like green eggs and ham? Join Sam in his adventures in the all-favorite story, *Green Eggs and Ham*. The Dr. Seuss story comes to life in the Living Books interactive story. The reader can find a bird's secret hiding place on each of the nineteen interactive pages while one of the major characters in the story, Sam, pushes his green eggs and ham to a friend who refuses to eat the offered treat. Finally Sam's friend agrees to try this strange-colored food only to find out that he would eat them here and there and anywhere.

New features in the *Green Eggs and Ham* software include interactive activities within the story. One activity includes a game where selected letters make different words. The activity introduces the user to letters and the concept of a word in a non-threatening environment. A rhyming game lets the user match the object with the rhyme.

Living Books has added other features to *Green Eggs and Ham*, which draw the users' eyes to the text in the story. With the click of the mouse, a user can learn new words with animated pictograms that can be found on each page. For example, the word, *egg* turns to the picture of an egg. Also the text is added to the story while animation occurs in the story. If your children have not tried the story, try it, they may like *Green Eggs and Ham*.

Green Eggs and Ham

Introduction

New foods can be scary to young children. During the preschool years, children are introduced to foods with different textures and colors. Many times, it is the color that seems threatening to children. *Green Eggs and Ham* takes familiar food and makes it unique with the color green. The color changes the food into something that is different from what we find during an ordinary day. This in turn may make the food threatening to a young child. Sam's friend in *Green Eggs and Ham* learns that something new and different can be good. This may help the young child's willingness to try new experiences.

Materials

- Computer
- *Green Eggs and Ham*
- *Green Eggs and Ham* book (Geisel, T.S.)
- Poster board
- Dowel sticks or wood lathes to hold the signs
- Markers and/or crayons

Introductory Activity

Read *Green Eggs and Ham* with the children and discuss favorite foods. Change the color of the foods and ask the children if they would still eat the food. For example, if a child's favorite food is pepperoni pizza, ask the child if he/she would eat green pepperoni pizza?

Computer Activity

Enable children to choose *Green Eggs and Ham* during free time. Place the hard copy of the book nearby. Ask children what kind of food they would like to try. Write the answers on a blank piece of paper that can later be illustrated or type the answers in a program such as *Kid Pix* or into a *HyperStudio* stack for later use as an extended activity.

Extended Activity

- Produce a *Kid Pix* Slide show that features drawings or photos of the foods that the children would like to try. Add the children's voices to match the words and illustrations.
- Author a *HyperStudio* stack with the children that features the foods that they would like to try.

Summary

Would you eat them in a box? Eating different foods may be less threatening when you try a new place to eat. In *Green Eggs and Ham,* Sam offers different experiences to help his friend try the same kind of food. Young children can relate to this scenario. After all, what kinds of foods do you associate with places?

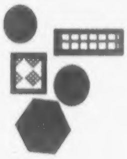
Green Eggs and Ham

CURRICULUM INTEGRATION IDEAS

Art

- Make a collage with green egg shells.
- Paint at the easel with blue, yellow, and white.
- Paint with egg and ham shaped sponges.

Blocks/Manipulatives



- Place props related to *Green Eggs and Ham* in the block area with stuffed animals.
- Place green tractors in the block area.

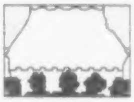
Construction

- Make a matching game from the things that the children like with *HyperStudio*.
- Make mobiles of "Favorite Green Things/Food" and hang them in class.

Cooking/Snacks

- Make green eggs and ham.
- Make green deviled eggs.
- Eat in a pretend boat, car, or bus.
- Eat outside in the rain or inside while playing rain music.
- Prepare impossible pudding with green food coloring.

Dramatic Play



- Place props in dramatic play area from *Green Eggs and Ham* including a boat, goat, train, car, tree, box, fox, house, mouse, signs, and a globe.
- Place plastic foods in dramatic play area.
- Make green foods with clay.

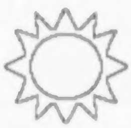
Group/Individual Story Experiences

- Act out *Green Eggs and Ham* with signs and props that are related.
- Produce a book about "What colors I like to eat."
- Make a flannel board with program characters to create a story about likes and dislikes.

Music and Movement

Sing "Hambone."

Outdoor Play/Motor



- Hide green plastic eggs to find.
- Take an umbrella walk.
- Take a "green" walk and take pictures to place in a slide show or into a *HyperStudio* stack.

Science/Math

- Chart where the children like to eat.
- Chart if they like green eggs and ham.
- Sort plastic eggs into egg cartons by color.
- Dye eggs.
- Incubate eggs in class.
- Sort plastic eggs by different sizes.

Sensory

- Taste different kinds of colored foods.
- Place green rice or corn meal in the sand table.
- Fill the sand and water table with green wa
- Hide green tools in the sand tabl
- Make green playdough.

Literacy Links

- Make signs that are found in *Green Eggs and Ham* like, "I Am Sam" and "Sam I Am."
- Label different objects found in the software program on chart paper with words and pictures.

Related Books, Poems, Stories

- Read Dr. Seuss rhyming books such as: *Oh Say Can You Say?* (Geisel, T.S. & Geisel, A.S.)
- *Bently and Egg* (Joyce, W.)
- *Bread and Jam for Frances* (Hoban, R.)
- *Color Dance* (Jonas, A.)
- *Color Zoo* (Ehlert, L.)
- *Egg! A Dozen Eggs, What Will They Be? Unfold Each Page and You Will See!* (Wood, A.)
- *Freight Train* (Crews, D.)
- *Growing Colors* (McMillan, B.)
- *Rain Makes Applesauce* (Scheer, J.)
- *Rain Player* (Wisniewski, D.)
- *The Easter Egg Farm* (Auch, M.)

Related Software

- *HyperStudio* - Produce a stack of what the children would like to eat.
- *Kid Pix Studio*
- *Let's Explore the Farm*

Extensions Beyond Classroom

- Take a field trip to a pig and chicken farm.
- View pigs at a zoo or animal park.

Family Connections

- Invite the family for a colored feast.
- Invite children to bring in colored objects to share.
- Ask families to work together to draw a picture and write about where each family member likes to eat and to share his/her favorite foods.

Harry and the Haunted House

Publisher

Brøderbund

System Requirements

Macintosh

- Macintosh
- System 7.0 or higher
- 2.5 MB RAM
- CD-ROM drive
- Color monitor

Optional

- Printer
- External Speaker

Other PC

- IBM or compatible computer
- Windows 3.1 or Windows 95
- 4 MB RAM for Windows 3.1
- 8 MB RAM for Windows 95
- CD-ROM drive
- Super VGA (640x480, 256 colors)
- IBM compatible sound cards

Software Description

Harry and the Haunted House is an interactive, animated story, on CD-ROM, from the Living Books series. A soft cover copy of the book, *Harry and the Haunted House*, comes with the program. Children may choose to listen to the story in Spanish or English. To have the story read, a child selects the "Read to Me" box. To play inside the story and have the story read, the child selects the "Let Me Play" box. Additional narration and animated conversations precede and follow the text. The child can select a certain page by selecting an arrow toward the page he/she wants to hear and clicking OK. With a simple click of the mouse, animated characters and objects in the story can be activated, revealing hidden surprises. Each animation has a clever song, phrase, or action to maintain children's interest and motivation. Words and phrases are highlighted in the text as the story is read, so children can follow along. The page can be reread by clicking on the baseball icon at the beginning of the text. As children explore *Harry and the Haunted House*, they will encounter ghostly sounds, boards that creak, animated musical bugs, and a "haunted" house. Traveling through the book, children will laugh as pictures on walls sing and ghosts fly through the air. But don't worry, everything is okay in the end when children discover "it's only their imagination."

Harry and the Haunted House

Introduction

Harry and his mischievous friends stumble into a haunted house adventure while playing baseball near an abandoned house. Like children everywhere, Harry and his friends have overactive imaginations, especially when it comes to the thought of retrieving their baseball from a "haunted" house. Young children are sure to enjoy the humorous character anecdotes performed through additional animation. By clicking on certain characters, children can also hear a few stanzas from familiar songs, including "Take Me Out to the Ball Game." Children will be able to relate the character's adventures and thoughts to their own lives as they realize there are not monsters under the bed and that spooky sounds may just be their imagination.

Materials

- Computer
- *Harry and the Haunted House*
- *Harry and the Haunted House* book (Schlichting, M.)

Introductory Activity

Read the story *Harry and the Haunted House*. Discuss with children their feelings of fear. Ask them if they imagine monsters in the dark or in other unfamiliar places.

Computer Activity

Provide enough space in the computer area for children to play the program in pairs. This partnership will encourage them to engage in conversations about the story. Encourage predictions of what they think will happen when they click on certain objects or people.

Extended Activity

- Encourage children to elaborate on their feelings of fearfulness. Ask what things they do to make their fears disappear. Have the children describe some of the places they feel most frightened. Children can describe some places where they feel safe and secure.
- Record some of their answers from above on chart paper. Provide black paper and white chalk. Ask children to illustrate places where they feel frightened or where they feel safe and secure. Bind into a book that can be shared at school and home.

Summary

This program provides children with the opportunity to discuss fears as they interact with the story. Certain features allow the children to set their own pace, control the amount of interaction, and begin and end independently. Combined with off-computer activities this program is ideal for curriculum integration during Halloween season as well as other times in the year.

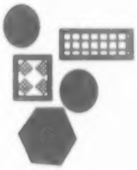
Harry and the Haunted House

CURRICULUM INTEGRATION IDEAS

Art

- Mix school glue and water to paste on colored tissue paper. Use the tissue paper to build a collage depicting the story.
- Create spider webs with marbles, white or silver paint, and black construction paper.
- Encourage children to draw their imaginations using crayons, markers, or paint.

Blocks/Manipulatives



- Build cities and neighborhoods that include buildings, houses, and areas to play ball.
- Include props to add details: people, shrubs, or road signs.

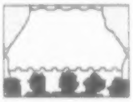
Construction

- Use empty tissue and shoe boxes to build haunted house shadow boxes.
- Use clay or play dough to construct a scene from the story.
- Make masks to represent characters in the story.

Cooking/Snacks

- Build graham cracker haunted houses.
- Make celery sticks stuffed with cream cheese, peanut butter, raisins, and peanuts to create caterpillar cheerleaders.

Dramatic Play

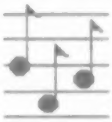


- Build a haunted house from large cardboard boxes.
- Pantomime actions of Harry and his friends. Dress up in costume.
- Wear ghost costumes.
- Build a 'Haunted House' in the classroom. Use a sheet/blanket. Place 'scary' words on ghostly '3x5' cards on objects (such as a spider web) attached to the 'haunted house.'

Group/Individual Story Experiences

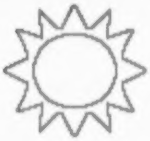
- Invite children to bring a stuffed animal from home to retell what happened to Harry and his friends.
- Leave the book and animals in the reading area for independent reading.
- Make a book about the different shapes of houses. Ask children to describe the history of a house. Record in the book. Ask children to decorate pages.

Music and Movement



- "Skin and Bones" (Raffi)
- Listen to spooky tapes. Move by creeping, tiptoeing, and other quiet ways.
- Use pompoms with songs.
- Sing songs from *Sing a Song of Popcorn* (Regniers, B.).

Outdoor Play/Motor



- Play ball outside just like Harry and his friends.
- Practice catching and throwing the ball.
- Pretend to pitch the ball into a cardboard haunted house.

Science/Math

- Describe shapes in the haunted house.
- Graph places where children live: houses, trailers, or apartments.
- Investigate the different sounds made when object [illegible] placed in the path of wind.

Sensory

- Identify objects from *Harry and the Haunted House* when they are concealed in a "Boo Bag."
- Listen to stories about houses, fears, darkness, and monsters.
- Sift sand into different containers in the sand table.

Literacy Links

- Dictate group and individual stories about abandoned houses.
- List places where balls land during play.
- Draw pictures of places that you imagine are frightful.

Related Books, Poems, Stories

- *A Mammoth Imagination* (Norman, P.R.)
- *Abuela* (Dorros, A.)
- *And to Think That I Saw It on Mulberry Street* (Geisel, T.)
- *In a Dark Dark Wood* (Melser, J.)
- *Monsters Can't Sleep* (Mueller, V.)
- *There's a Monster in My Bed* (Howe, J.)
- *Where the Wild Things Are* (Sendak, M.)

Related Software

- *Awesome Animated Monster Maker*
- *EA*Kids Art Center*
- *Halloween*
- *My Favorite Monster*
- *The Berenstain Bears in The Dark*

Extensions Beyond Classroom

- Record how many playgrounds, ball diamonds, or basketball courts are located in the neighborhood.
- Talk about ball programs available in the community for young children.
- Visit an old mansion or house.

Family Connections

- Play ball with your child.
- Attend a local ball game as a family. Parents and children can draw pictures about their adventure and share with the class.
- Make a page for a class book about something scary in your house or neighborhood.

How Many Bugs In A Box?

Publisher

Simon & Schuster Interactive

System Requirements

Macintosh

- Macintosh
- System 7.0 or later
- 5 MB of RAM or more
- 2.5 MB free hard disk space
- CD-ROM drive
- Color monitor

Other PC

- MHz processor (IBM fully-compatible)
- Windows 3.1 or later
- 4 MB of RAM
- 4 MB free hard disk space
- CD-ROM
- Color monitor with 256 colors and x 480 resolution
- SoundBlaster or compatible sound card

Optional

- External Speaker
- Printer

Software Description

An interactive version of the popular pop-up book, *How Many Bugs in a Box*, has nine different activities to involve children. The "Read and Explore" option is additional. Choosing to "Read and Explore" gives children the opportunity to have each page of the story read. When children click on hot spots on the page, fun animation occurs.

Use the Bug Fun! menu screen to choose from nine different activities. "Numbers 1, 2, 3" and "Ferris Wheels" involve number recognition, counting, and number matching. "Color by Number" also works with number recognition and number matching, but develops listening skills and eye-hand coordination. "Count the Bugs" develops the same number and listening skills plus sequencing. Counting, visual discrimination, charting, and sorting are skills that are targeted in "Bugs on a Table."

"Catch a Bug" and "Go Buggy" are two additional activities to help children develop similar skills. In the "Juice Bar," children can explore the bugs as they relax or listen to songs about the bugs. This interactive program reinforces many math skills while presenting fun bug characters.

How Many Bugs In A Box?

Introduction

Children find bugs everywhere and are fascinated with them. *How Many Bugs in a Box* is a fun way of looking at some new bugs. Children will enjoy the story in "Read and Explore," as well as the nine different activities. *How Many Bugs in a Box* makes exploring numbers fun.

Materials

- Computer
- *How Many Bugs in a Box?*
- *How Many Bugs in a Box?* book (Carter, D.A.)

Introductory Activity

- Read the storybook to children before viewing the software. Place the book in the reading area so that children may look at it on their own.
- Explore the software with children. Each child should have a chance to turn the page or discover a hot spot.

Computer Activity

- Encourage children to explore software in the "Read and Explore" option. Finding the hot spots fosters enthusiasm and extends the activity for a longer time.
- Encourage children to explore other games in Bug Fun! Children have fun learning about numbers as they play with their favorite bugs.

Extended Activity

- Make Dirt Cups and eat for snack. Mix together chocolate pudding and Cool Whip. Crush a package of Oreo cookies. Layer the pudding mixture and the cookies in cups or a 13" x 9" pan. A clean bucket also works well.
- Reenact *The Very Hungry Caterpillar*. Reenacting the story to music is a fun way to expand on the book. Vivaldi's "Four Seasons: Spring and Summer" is a musical selection that works well for children as they respond to the changes in beat and tempo while reenacting parts of the story.
- Use pillowcases and pretend to be in a cocoon. If this isn't possible, a large flat sheet can be used. Fold the sheet in half and sew two of the sides so that there is only one opening. Several children can snuggle in the cocoon together. Two pompons for each child can be used by the children to wave rhythmically as they come out of the cocoon and change into beautiful butterflies. To make the pompons, cut colorful streamers into one foot lengths, gather several together, and tape one end. The tape makes it easier for the children to hold them.
- Read *The Very Hungry Caterpillar* to the children, commenting on how the caterpillar starts out as an egg and then becomes a caterpillar. When the story is finished, turn on the music. Invite children to go through each step that the caterpillar does. When the caterpillar goes into the cocoon, the children can go into the pillowcases or sheet. When the butterfly comes out, the children can come out with their pompons and flutter or fly gently around the room.

Summary

This interactive counting program encourages a rich exchange of dialogue surrounding number concepts. The creative graphics will motivate children to ask questions about what's happening in each learning game. A variety of terms and beginning concepts commonly associated with math can be introduced and developed.

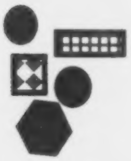
How Many Bugs In A Box?

CURRICULUM INTEGRATION IDEAS

Art

- Create ink blot painting.
- Use a fork, orange paint, and black paper to paint fire flies.
- Use ink pads to finger print on construction paper. Children can add legs, eyes, or anything else they want to create fingerprint bugs.
- Design bugs and collage with nature materials. Example: leafs, stems, grass, snake skin, fallen butterfly wings, and spinners from trees.
- Take drawing materials to an ant farm and draw ants as they tunnel up and down.
- Place ant colors at the easel. Paint ants.
- Bring caterpillars or other bugs inside, in a jar, for children to observe and paint.

Blocks/Manipulatives



- Manipulate screen snapshot pictures on a flannel board.
- Build bugs and bug houses with blocks. Provide plastic bugs for play.

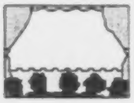
Construction

- Mix water and food coloring. Dip coffee filters in the colored mixtures. Let them dry and then clip on clothespin body.
- Put crafts sticks, pompons, egg carton cups, Wikki Stix, play dough, and pipe cleaners in the art area to create bugs.
- Build bugs with egg cartons.

Cooking/Snacks

- Eat honey from a honey comb.
- Make ants on a log using celery or pretzel log with cream cheese and raisins.
- Create spiders by rolling bread dough into balls and "snakes" to make bodies and legs for spiders, bake.
- Make Grassy Crackers with graham crackers, cream cheese, sprouts, and gummy worms.
- Use a peach half with raisins and pretzel sticks to make a lady bug.
- Make Cupcake/Sugar Cookie Critters. Each child can decorate a bug on an individual cupcake or cookie. Use icing, licorice strings, raisins, or M & M's.
- Cut pies, cakes, and other treats into fractions.
- Serve bananas, apples and oranges in half and quarter pieces.

Dramatic Play

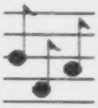


- Act out "The Itsy Bitsy Spider" and "The Ants Go Marching."
- Put props in the dramatic play area. Children can pretend to be bugs.
- Place a play tunnel in the dramatic play area. Children can pretend to be bugs, carrying things from one place to another.
- Plan an indoor picnic with a blanket, play food, picnic plates, and plastic ants.

Group/Individual Story Experiences

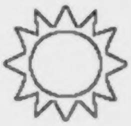
- Write and illustrate stories about bugs.
- Cut out large bug shapes out of butcher paper or oak tag. As a group, children can glue tissue paper, paint with tempera mixed with evaporated milk, or any other interesting technique to cover the bug. Hang the bug up for all to see when finished.
- Place clear adhesive paper, sticky side up, directly on the children's work table. Children can place tissue paper on the sticky surface, then attach it to the window and look at the light shining through the colorful tissue.

Music and Movement



- "Ants Go Marching" (Wee Sing Silly Songs)
- "Bee" (Wee Sing Silly Songs)
- "I'm Bringing Home a Baby Bumble Bee"
- "The Itsy Bitsy Spider"
- "There's a Spider on the Floor" (Raffi)
- Use Vivaldi's "Four Seasons" to go through the life cycle of a caterpillar to a butterfly.
- "Walter the Waltzing Worm"

Outdoor Play/Motor



- Use a butterfly net or bug box kit to discover outdoor insects.
- View bugs in their natural habitat with a magnifying glass.
- Velcro bugs on bowling balls to play bug-bowl.
- Use playground equipment for bug play; climb, jump, and swing like bugs.
- Pretend to be spiders crawling up the waterspout on the slide.

Science/Math

- Create a butterfly garden.
- Bring a piece of sod in and put it in an aquarium. Put magnifying glasses near the aquarium for children to search for bugs in the sod.
- Care for a classroom chrysalis.
- Observe an ant farm.

Sensory

- Put plastic bugs in the sand table.
- Grow grass in the sensory table.
- Gather a group of bugs in a box. With the child blindfolded, determine which bugs are making the most noise. Take the blindfold off and write or dictate what was heard. Try to place a sound with a specific bug.
- Roll play dough or clay into bug shapes.

Literacy Links

- Post rebus charts of recipes used.
- Label photographs of different bugs.
- Encourage children to take photographs of different bugs in the classroom or outdoors. Put the pictures together in a book. The children can write or dictate stories about the bugs. Help the children find out the names of the bugs in non-fiction books.

Related Books, Poems, Stories

- *Backyard Bugs* (Laughlin, R.)
- *Bees* (First Discovery Books)
- *Busy Bugs, Lazy Bugs* (Carter, D.)
- *I Can't Said the Ant* (Cameron, P.)
- *In the Tall Tall Grass* (Fleming, D.)
- *Miss Spider's Tea Party* (Kirk, D.)
- *Miss Spider's Wedding* (Kirk, D.)
- *Quick as a Cricket* (Wood, A.)
- *The Honey Makers* (Gibbons, G.)
- *The Lady and the Spider* (McNulty, F.)
- *The Roly Poly Spider* (Sardegna, J.)
- *The Very Grouchy Ladybug* (Carle, E.)
- *The Very Hungry Caterpillar* (Carle, E.)
- *The Very Quiet Cricket* (Carle, E.)
- *Two Bad Ants* (Van Allsburg, C.)
- *Where Butterflies Grow* (Ryder, J.)
- *Why Mosquitos Buzz in People's Ears* (Aardema, V.)
- *You Can't Catch Me* (Oppenheim, J.)

Related Software

- EA*Kids Art Center
- *Eensy and Friends*
- *Five Frogs*
- *Kid Pix Studio*
- *Millie's Math House*
- *Sammy's Science House*
- *Switch Intro*: "Willy the Worm"
- *The Backyard*
- *Trudy's Time and Place House*

Extensions Beyond Classroom

- Take the class to a park for a picnic. Look for bugs in the environment.
- Take sketchbooks outdoors, draw the bugs.
- Visit a natural science museum and see the exhibits. Local universities might also be a good source for exhibits.
- Take a Bug Walk, looking for certain bugs.

Family Connections

- Invite family members to the class who are bug experts.
- Enlist the help of parents to create interesting bug treats.
- Look for bugs in the yard with a parent or sibling.

JumpStart Toddlers

Publisher

Knowledge™ Adventure

System Requirements

Macintosh

- Macintosh Computer
- 68040 or Power PC processor
- Macintosh System 7.2 or higher
- 8 MB RAM
- CD-ROM Drive
- 256-color graphics capability
- Color monitor

Other PC

- IBM or compatible
- 486DX33 or higher
- 8 MB RAM
- 3 MB available on hard drive
- CD-ROM Drive
- SVGA 256-color graphic adapter
- MPC-compatible sound card

Optional

- TouchWindow
- External Speaker

Software Description

Welcome to *JumpStart Toddlers*. "We're the JumpStart Toddlers having fun, we'd like to welcome everyone! Come play in our room, share our toys, we're the JumpStart Toddlers, girls and boys!" Large colorful graphics and music appeal to the young child in *JumpStart Toddlers*. The program opens up to a room with a window, toy box and a bear named 'Giggles.' Giggles leads the user through the program to discover colorful sights and sound. This cause-effect program accepts the mouse and/or keyboard. Join us as we explore the following activities.

"Knick-knack, woof-woof, feed the dog a bone! Patty-wack, woof-woof, do it on your own!" Move the mouse to retrieve a slipper, newspaper, ball or bone. The young user just needs to move the mouse to pick up the item and place it close to the dog to be retrieved.

"Quack! Play with me! Meow! Sing with me, we are the animals! Roar!" Nine animals pictured in their natural environment will sing to the user when activated. With each click that brings an animal up to the screen, a label appears provides children exposure to text.

"ABCDEFG, learn your ABC's with me!" In the ABC activity, the young child can access an electronic blackboard and letters, a word and the associated graphic are displayed when clicking on a letter.

"Hey you can find me I'm hiding from you! Let's play a game called peek-a-book!" Peek-a-boo takes a new turn as an animated picture is covered up with balloons or other images. Moving the mouse across the screen or pushing a key on the keyboard wipes away the image to reveal the animated graphic.

"Bang on your drum, toot your horn, gonna make music all day long!" Instruments are appealing to young children and the user in this program can click on a harmonica, piano, horn, violin, flute, drum and banjo to hear the harmonious sounds.

"One two buckle my shoe, three four let's count some more!" Explore number concepts when you click a number key or choose a number on the screen with the mouse. Similar to the electronic blackboard, this program comes up with a number, equivalent matching objects and the label of the objects.

"Pick a color, pick a shape, watch me bounce, bouncing's great!" Select a shape, bounce onto the screen, and listen to the music while the shape bounces. Add a few more colorful shapes and watch the shapes bounce around the screen.

JumpStart Toddlers

Introduction

JumpStart Toddlers brings animation, large colorful graphics, and pleasing sounds to life. Targeting children age 18-24 months, this program is ideal for young children beginning to explore the computer and cause/effect programs. *JumpStart Toddlers* can be activated by simply moving the mouse or touching a key on the keyboard. "Giggles,"the host of the program, guides the young child through the program with reminders to click or move the mouse.

Materials

- Computer
- *JumpStart Toddler*
- Switch activated toys
- Switch

Introductory Activity

Gather children into a circle with a large assortment of toys. Play and discuss "What Happens?" Such as *What happens when you push the button on this toy*? After circle, distribute toys into the appropriate centers in the room for further exploration.

Computer Activity

Boot *JumpStart Toddlers* for the children to explore during free time.

Extended Activity

- Make a felt board pieces with pictures of a bone, newspaper, shoe, hot dog, and a dog attached to felt. Children can retell the story.
- Play along with musical instruments while a child uses the computer to choose tunes.
- Hide play animals around the room. Make a list of the animals, with pictures, that children will need to find.

Summary

JumpStart Toddlers is a cause/effect program that is beneficial for the young child. The program incorporates simple, colorful graphics, rhyming words and music. *JumpStart Toddlers* is stimulating and appealing while introducing the child to simple concepts, musical tunes, and instruments.

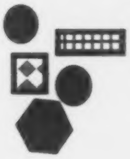
JumpStart Toddlers

CURRICULUM INTEGRATION IDEAS

Art

- Paint with dog or bone shape sponge.
- Paint to music. Dip bare feet into Tempera paint. Step onto large sheets of paper taped onto the floor.
- Draw a mural with pastel water colors of favorite animals.
- Decorate wrapping paper for dog bones with animal cookie cutter shapes dipped into paint.

Blocks/Manipulatives



- Build with wooden blocks.
- Build animal or cow puzzles.
- Build a musical instrument puzzle.

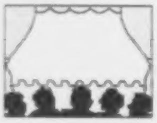
Construction

- Make musical instruments from recyclable materials.
- Build a dog house from cardboard.
- Make puppets from papier mâché.

Cooking/Snacks

- Make edible dog bones for snack with oatmeal, honey, and peanut butter.
- Make puppy chow for snack with cereal, chocolate, peanut butter, and powdered sugar.
- Serve alphabet soup or cereal for snack.

Dramatic Play

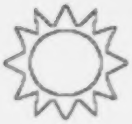


- Rotate different stuffed dogs to the dramatic play area.
- Place plastic bones, shoes, and rolled up newspapers in the dramatic play area.

Group/Individual Story Experiences

- Read *We Hide, You Seek* (Aruego, J. & Dewey, A.). Find the camouflaged animals in the book and discuss.
- Read *Circles, Triangles, and Squares* (Hoban, T.). Find similar shapes around the room.
- Read *The Cloud Book* (de Paola, T.). Lay on your back outside and talk about the shapes of the clouds.

Outdoor Play/Motor



- Draw with sidewalk chalk.
- Spray bottles of colored water onto the sidewalk.

Science/Math

- Sort dog bones by size and color.
- Sort stuffed dogs.
- Sort different paper tubes.

Sensory

- Place musical instruments around the room.
- Turn the lights out and play a musical instrument. Let the children identify the sound.
- Place dog related objects in a closed container, feel and guess.
- Fill water in the sensory table. Place rubber ducks and Lilly pads in the table.

Literacy Links

- Place chalkboard/chalk in the writing center.
- Display labeled musical instruments on a table or bulletin board.
- Display labeled pictures of different breeds of dogs on a bulletin board.

Related Books, Poems, Stories

- *A Color Sampler* (Westray, K.)
- *Color Dance* (Jonas, A.)
- *Color Zoo* (Ehlert, L.)
- *Is it Red? Is it Yellow? Is it Blue?* (Hoban, T.)
- *Let's Paint a Rainbow* (Carle, E.)
- *The Mixed-up Chameleon* (Carle, E.)

Related Software

- *Colorforms*
- *HyperStudio*: Create a stack - A visit to the Vet
- *Kid Pix Studio*
- *Ruff's Bone*
- *The Backyard*
- *The Ugly Duckling*
- *Thinkin' Things*

Extensions Beyond Classroom

- Donate dog bones to the shelter.
- Take a field trip to an animal shelter to deliver the dog bones.
- Take a pet walk. Count the dogs on your walk.

Family Connections

- Invite families to bring a pet to visit (real or stuffed).
- Collect newspapers to recycle.
- Invite family members to share a musical instrument.
- Invite families to make musical instruments out of items found around the home.

Just Grandma and Me

Publisher

Brøderbund

System Requirements

Macintosh

- Macintosh computer
- 8MB RAM with System 7.0
- 4MB RAM with System 6.07/6.08
- CD-ROM drive
- Color monitor

Other PC

- PC Computer
- 4 MB of RAM
- CD-ROM Drive
- Super VGA (640x480, 256 colors)
- Sound Blaster or compatible

Optional

- External Speaker
- Touch Window

Software Description

Little Critter and Grandma take a bus to the beach where they find lots to explore and discover. Based on the book with the same title, these Mercer Mayer characters open up a whole world of new adventures for the young child to enjoy. A grasshopper and ant are slightly present, slightly hidden throughout the story. Children can try to locate the grasshopper and cricket on each page.

The story is displayed in a selected language. The user may select from Spanish, Japanese, or English. The "Let Me Play" option provides numerous "hot spots" the child can spend hours exploring.

Just Grandma and Me

Introduction

One of the proudest and happiest times preschoolers experience is the time that they spend with grandparents. For some children the visits are infrequent due to distance or other factors. No matter what the reason, most children treasure the time they can spend with grandma or grandpa.

With this Little Critter adventure, children are encouraged to remember and relate their own experiences with their grandma. *Has their grandma ever taken them on a bus or to the beach? Did funny things happen to them, like they did to Little Critter?*

Materials

- Computer
- *Just Grandma and Me*
- Touch Window
- *Just Grandma and Me* book (Mayer, M.)

Introductory Activity

- Encourage each child's family to send pictures of grandparents. Assist in assembling a book about grandparents which includes pictures, drawings, mementos, and experience stories. The children can share their books during a group activity.
- Design a foam board as a beach background with various objects related to water and sand activities.
- Characters from the program can be captured and printed. Attach Velcro to all objects and characters so that the children can then play and create their own beach scenes.
- Read other books in the class about grandparents. Discuss the different settings in the story and how they relate to Little Critter and his Grandma. [illegible] discuss how the stories relate to the children's grandparents.

Computer Activity

- Encourage groups of children to take turns clicking an object or character on the screen. Talk about what they think will happen. After the children have explored a screen, ask if they remember what a particular object did. Ask each child to pick a favorite one again to activate.
- Listen to each page of the story with the children, then explore the various objects and characters on each screen. Talk about what is happening in the story and on the screen. Encourage the child to pick an object on the screen and predict what will happen next. Relate the scenes to experiences in the child's life. During free play, the children can explore the program independently.

Extended Activity

Create a beach scene in the classroom with sand and water trays with accompanying toys. Encourage the children to bring shells or other souvenirs from home that relate to the beach. Invite grandparents to visit the classroom on a designated "beach" day. Eat a picnic snack on the "beach."

Summary

A computer program is the means by which this Mercer Mayer story comes alive for young children. By touching an object or character on the screen, children can interact with the story. Experiences with grandparents can become part of the classroom activities by exploring the characters and objects in the program. Through creative environment design, the beach can be brought to children to experience firsthand. The computer interaction sparks curiosity and awareness which can then be transferred to the child's environment.

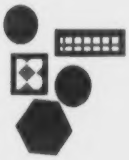
Just Grandma and Me

CURRICULUM INTEGRATION IDEAS

Art

- Find magazine photos of young and old people. Paste them together to make a collage.
- Draw sidewalk silhouettes of you and your grandma.
- Use water colors, tempera paint, or Craypas to illustrate your favorite family outing.
- Construct an image using clay that represents how you feel.about your grandparents.

Blocks/Manipulatives



- Build a house that resembles those your grandparents live in.
- Place small figures in doll houses and role play what it would be like to be a grandmother or grandfather.

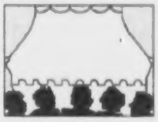
Construction

- Make a family tree using photos. Paste them on paper or hang them on a mobile.

Cooking/Snacks

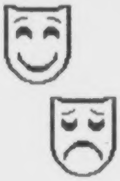
- Serve cold drinks with straws and apple slices in the beach area.
- Make and eat peanut butter and jelly sandwiches.
- Cook and eat hot dogs for snack.

Dramatic Play



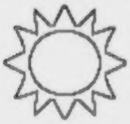
- Use puppets to tell a story.
- Stock the play area with a beach umbrella, shovel, bucket, sun hats, beach towels, and other material that would be found at the beach.
- Role play what it would be like to be grandmother for a day.
- Dress like Grandma and escort your friends from one learning center to another.

Group/Individual Story Experiences



- Make a list of stories that include grandmother as the main character. From that list create a new version of our favorite "grandmother" story.

Outdoor Play/Motor



- Build sand castles.
- Have a scavenger hunt to find sea shells.
- Play with a large beach ball.

Science/Math

- Examine sea shells. Later sort them into groups by color, shape, texture, and size.
- Talk about the most popular season for going to the beach.
- Subtract child's age from grandma's. *How much older is grandma*?
- Estimate how long Grandma and Critter were at the beach. Name things in the story that will give you a clue.

Sensory

- Imagine you are at grandma's house. *What do you smell, hear, taste, feel and see?* Draw the things you imagine.

Literacy Links

- Rewrite the story reversing the roles of Critter and Grandma. Have Critter take care of Grandma at the beach.
- Write sentence strip stories using a photograph of you and your grandmother.
- Write a poem about someone you love.

Related Books, Poems, Stories

- *Big Help*! (Hines, A.)
- *Grandmother's Pictures* (Cornish, S.)
- *Grandparents* (Rius, M. & Parramon, J.)
- *Nana Upstairs and Nana Downstairs* (de Paola, T.)
- *Now One Foot, Now the Other* (dePaola, T.)
- *Katie Morag and the Two Grandmothers* (Hedderwick, M.)
- *Louanne Pig and the Witch Lady* (Carlson, N.)

Related Software

- *Berenstain Bears Get in a Fight*
- *Berenstain Bears in the Dark*
- *Just Me and My Dad*
- *Just Me and My Mom*
- *Sheila Rae, the Brave*
- *Stellaluna*

Extensions Beyond Classroom

- Host a tea party on Grandparent's Day. Discuss how some children live with their grandparents.
- Go to the library and select books with intergenerational themes.
- Visit a nursing home.

Family Connections

- Ask your grandmother if she has a photo album of her childhood. Sit and listen to her tell the story of her life.
- Look at a family tree.
- Invite grandparents to class.

Just Me and My Mom

Publisher

GT Interactive Software

System Requirements

Macintosh

- Macintosh Computer
- System 7.1 or later
- 4 MB RAM,
- 5 MB ROM
- CD-ROM drive
- Color monitor

Other PC

- IBM or compatible 486BX/33 or higher processor
- Windows 3.1 or later
- 4 MB of RAM
- CD-ROM drive
- Super VGA (640x480) 256-color display
- SoundBlaster 16 or 100% compatible sound card

Optional

- Speakers recommended

Software Description

Join Little Critter and his mom on their trip to the city. After Little Critter reads the story, children can interact with each page. Pages are full of animation, sounds, humor, and surprises. Look for seven secret screens throughout the story. Screens are either movies or interactive pages.

In the story, Little Critter and his mom take the train to the city. While in the city, they visit the museum of natural history, an aquarium, an art museum, and a department store. Little Critter and his mom try having lunch at a restaurant, but frog was not allowed. Little Critter, Mom, and frog end up eating at the hot dog stand. After they eat, mom and Little Critter take a taxi ride through the city on their way to the train station.

On each page of the program, children can find Little Critter's friend, the frog. The frog is a hot spot on most of the pages. Often he sings and dances, imitating a famous singing star such as Elvis or Michael Jackson.

Children make several choices at the Main Menu. Choose to "Play" in the story and the story is read page by page. Children click on hot spots to interact. "Read" will read the story with no interaction. Another option takes each child to a specific page. The fourth option is "Music" where children can listen to six different songs as well as find hot spots. Little Critter and his band perform each song. The words to the songs appear across the bottom of the screen. With a click on the keyboard icon, children play the piano to make their own music. The many activities in this software make it suitable for curriculum integration.

Just Me and My Mom

Introduction

Mothers or mother figures are very important parts of children's lives. Mothers and children share special adventures together. On this particular day, Little Critter and his mom go to the city, an opportunity many children living in rural areas do not often experience. Children interacting with *Just Me and My Mom* can experience several aspects of a big city. The program offers an exciting way to travel about the city at leisure.

Materials

- Computer
- *Just Me and My Mom*
- *Just Me and My Mom* book (Mayer, M.)
- Books and poems about cities and moms.

Introductory Activity

- Read selected poems from *Street Music City Poems* (Adoff, A.). The poems in this book celebrate city life. Talk about children's favorite poems and make a chart for classroom display. Also, display any pictures of the city including trains, restaurants, museums, aquariums, department stores, taxis, and city streets. Children may share their ideas about city experiences or what they might like about the city.
- Children may share stories about special times with their moms. Then read the book *Say It* (Zolotow, C.). The story is about a mother and daughter's walk together on an autumn day.

Computer Activity

- View and interact with *Just Me and My Mom* at the computer center individually or in small groups during the day.
- Ask children open ended questions as they view the program. You might ask questions like: *What do you and your mom like to do together? Have you ever been to the city? How was the city different from where you live?*

Extended Activity

- Communicate with pen pals or classmates on the computer. Children from smaller towns/cities or rural communities can communicate with a Pen Pal over the Internet. The children can share everyday experiences with other children. This will offer the opportunity to learn about both city and country life. A teacher may find another classroom to adopt as their "city" or "country" friends.
- Create a *HyperStudio* stack of city sounds. Read *City Sounds* (Emberley, R.) in which sounds of the big city are brought to life in labeled pictures. Children can choose a city sound (one of their own or an idea from the book) and illustrate in *HyperStudio* or draw on paper and scan. Sounds can be recorded with the picture. Children can make sounds; sounds can be imported from a sound library, and/or captured on tape around the school community.
- Use Little Critter's music section in your music center. If you have two computers, move one to the music area. Display a variety of instruments for children to play as they listen to the songs. There are six songs to choose from, and the words appear at the bottom of the screen. Children can sing along as well as play instruments. Chart the songs for children so the words can be seen by a group. A keyboard could also be placed in the center for children to make their own music. Don't forget that headphones can be attached to the computer for individual listening experiences.

Summary

Just Me and My Mom provides an opportunity for all children to visit a big city. Although a child may live in a rural community, he/she can learn about the city through computer software.

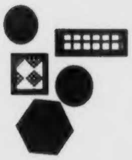
Just Me and My Mom

CURRICULUM INTEGRATION IDEAS

Art

- Paint at the easel; provide a variety of paint brushes and colors. Change the art media throughout the unit (i.e. watercolors or pastels). Use different tools for paint (i.e. Q-tips, sponges, straws).
- Create collages around under the sea themes: children can make artwork with shells, sand, and rocks, etc.
- Create sculptures from modeling clay.
- Create an area of the room for the art museum.
- Paint or draw a picture of mom.

Blocks/Manipulatives



- Construct roads and buildings from blocks. Try making buildings from used milk cartons.
- Use fabric printed with roads on the floor. Place toy cars, trucks, motorcycles in the area.
- Place toy people in the block area. Turn cars into taxis by making a sign for the top.
- Encourage children to make or color billboards, street lights, and street signs for the city.
- Display photographs and drawings of city buildings, taxis, billboards, museums, dept. stores, and an aquarium.
- Place a train set in the block area.

Construction

- Build skyscrapers using assorted boxes (shoe boxes, cereal boxes), glue, tempra paint, scissors, and collage materials.
- Make a train ticket booth from an appliance box and then create props (i.e. tickets).
- Use cardboard and paint to decorate wheel toys like train engines and train cars.
- Construct dinosaurs or buildings from popcicle sticks and glue. Use markers to color.

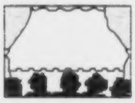
Cooking/Snacks

- Eat at the Coffee Shop.
- Make hot cocoa mix, prepare and serve with animal crackers.
- Make tuna salad sandwiches with lettuce, tomato, and a green olive. Serve any of the following ham dishes: fried eggs & ham, ham & cheese, ham kabobos, glazed ham, ham on toast.
- Eat lunch at the hot dog stand; serve mini-hot dogs with the works.

Music and Movement

- "Child of Mine"(King, C.)
- "Down By the Station"
- "I've Been Working On The Railroad"
- "It's A Mother and Child Reunion" (Simon, P.)
- "Little Red Caboose"
- "Gartan Mother's Lullaby"

Dramatic Play

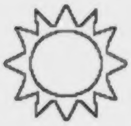


- Create a restaurant or coffee shop. Add the following props to the housekeeping area: menus, ticket pads, play money, table cloth, cloth napkins, apron, bow tie, dishes, utensils, flowers & vase, and salt & pepper shakers.
- Create an aquarium. Children can act out the Seal Show by adding the following props: stuffed sea animals, beach balls, hoops, noise makers, balance beam, and ruffle collars.
- Recreate the Native American exhibit with a teepee (sheet and newspaper), homemade costumes, drums, indian corn, totem poles, and lots more.

Group/Individual Story Experiences

- Read *Just Me and My Mom* (Mayer, M.). Set up a train and/or taxi with chairs. Play act a ride to the city with mom.
- Produce a book of "What I like to do with my Mom." Create the class book on paper or make a stack with *HyperStudio*.

Outdoor Play/Motor



- Play "Train Express." Use decorated wheel toys and a ticket booth.
- Make tracks with tape and post railroad signs.
- Play "Dinosaur Walk" for creative movement using large muscles.
- Re-create a "Seal Show." Provide beach balls, hoops, jump ropes, etc. Let kids try tossing the beach ball through hoops or toss with their noses.

Science/Math

- Study dinosaurs.
- Study mummies.
- Set up a department store. Use play money to purchase toys.
- Make shelves and let children sort and display toys like in a store.
- Exchange money at the coffee shop.

Sensory

- Play city sounds for children as they try to identify the sounds.
- Set up the water table with sea animal toys, boats, and measuring tools.
- Dig for dinosaur bones. Fill the sand table with dirt and add fossils, bones, and rocks.
- Place small toys in a box with a hole so children can feel different objects.

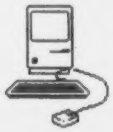
Literacy Links

- Name and make a sign for the "TrainExpress" including a ticket booth. Make tickets to various cities.
- Make cards for Mom on the computer or in the writing center.
- Create menus for the restaurant in the dramatic play area. Make a "Today's Special" sign on the chalkboard.
- Create billboards, street signs, and a taxi sign for the block city.

Related Books, Poems, Stories

- *City seen from A to Z* (Isadora, R.)
- *Jonthan and His Mommy* (Smalls, H.I.)
- Little Critter books by Mercer Mayer
- *Round Trip* (Jonas, A.)
- *Underground* (Macaulay, D.)

Related Software



- *3D Dinosaur Adventure*
- *ArtSpace*
- *Big Job*
- *Green Eggs and Ham*
- *HyperKeys*
- *Just Grandma and Me*
- *Just Me and My Dad*
- *Kid Pix Studio*
- *Putt Putt Saves the Zoo*
- *Sleeping Cub's Test of Courage*

Extensions Beyond Classroom

- Visit a museum. Local colleges or universities have an art museum on their campus. Many towns or counties have local historical museums.
- Take a field trip to a local department store.
- "Dine Out" at a restaurant or coffee shop (or just visit).
- Go for a train ride on Amtrak or local commuter train.

Family Connections

- Share experiences children have had with their moms. Bring photos and video of a special time with mom.
- Bring mom to class. Have a "Just Me and My Mom" day. Make "you're special" cards for mom using the computer. Decorate the room with banners and signs.
- Invite parents who work in the city to talk and share with the class, or invite a parent who works for the railroad or drives a taxi.

Let's Explore the Airport with Buzzy

Publisher

Humongous Entertainment/Random House

System Requirements

Macintosh

- Macintosh
- System 7.0 or higher
- 25 MHz or faster
- 8 MB of RAM
- CD-ROM drive
- Color monitor

Optional

- Printer
- External Speaker

Other PC

- IBM or compatible
- Window 3.1 or higher
- 33 MHz 386 PC system or faster
- 4 MB of RAM
- CD-ROM drive
- SVGA card (640x480, 256 colors)
- Sound card

Software Description

The program captures all the fun, energy, and excitement of a real working airport. The children can explore the ticket counter in the main terminal, work the controls in the cockpit of the Concorde, and see how the ground crew prepares an airplane. Detailed explanations, lively sound effects, and colorful animation create a fun journey. Children can choose where they want to go and how much they want to explore in a life-like environment. Buzzy leads the way for a visit behind the scenes for a close up look at the operations of a real working airport. Games include "Trivia," "Find It!," "What Is It?," "Lost Luggage," and "Coloring Book." Each game has various levels. The "Lost Luggage" game has 99 levels and the "What is it?" has three different levels and 33 pictures per level. In each of the games, Buzzy helps out with tips and suggestions, congratulations, and support. The children can play a variety of games designed to increase their knowledge about an airport and its operations.

Let's Explore the Airport with Buzzy

Introduction

Traveling to various parts of the United States or even the world can be a part of many children's vacations. Although traveling by air is not the most common method of transportation for children, it is a part of many of their lives in an extended fashion. Their parents may fly often for business, grandparents may fly for a visit, or they may know someone who works for an airline.

Let's Explore the Airport with Buzzy gives children the opportunity to preview an airport terminal up close. *Let's Explore the Airport with Buzzy* can give children who would not have the opportunity to fly, insight into what an airport is. For children who are fortunate enough to have flown, the program provides a fun outlet for reliving that experience.

Materials

- Computer with CD-ROM drive
- *Let's Explore the Airport with Buzzy*
- Books about airplanes, airports, and transportation to display in the reading center.

Introductory Activity

- Read the book, *On a Plane* (Petty, K.) aloud to the children. Display pictures of airplanes, airports, runways, and other related items at the children's eye level before circle time. Talk about what happens in each of the following areas at the airport; the reservation desk, airplane cabin, cockpit, and baggage area. Discuss what flight attendants do on long trips; distribute snacks and magazines, and help keep passengers safe.
- Role play different situations on an airplane or at the airport. Read *Airport* (Barton, B.) to the children and discuss each page. Let the children add their own interpretations. Record various situations on index cards; a passenger who forgot his ticket, taking off in a thunder storm, and flying without your parents. Put cards in a box and let the children draw a card and act out the activity.

Computer Activity

- Children can view and interact with *Let's Explore the Airport with Buzzy* software individually or in small groups during center time.
- You might ask the children some of the following questions as they view the program: *Have you ever ridden in an airplane? Have you and your family visited an airport? What things might you see at an airport? What might you see from an airplane while flying? Would you like to take a trip on an airplane? Would you like to be a flight attendant?*

Extended Activity

- Use pictures from the introductory activity. Ask the children where they might go on an airplane. Chart the children's responses and talk about places the children wanted to visit. Place *My First Amazing World Explorer* on the computer as a choice. Children can discover some of the places they would like to visit. Also provide a variety of travel brochures for exploration.

- Display pictures of various planes. Have toys and/or models of the various types of planes and items to be transported or let children find them around the room. Talk with the children about what the different types of planes transport. Children can discuss each type using the toys and items to transport.

Summary

Let's Explore the Airport with Buzzy gives children the opportunity to explore the world in a broader sense. Although a child may not actually get the opportunity to fly on an airplane, they can learn through exploration on the computer.

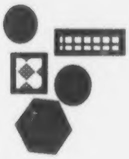
Let's Explore the Airport with Buzzy

CURRICULUM INTEGRATION IDEAS

Art

- Paint with toy airplanes (plastic or metal with wheels). Add a small amount of dish soap to tempera paint.
- Paint with straws or bubble paint. Children can practice blowing.
- Create pictures in *Kid Pix Studio* of airplanes.

Blocks/Manipulatives



- Add props to the block area for constructing an airport. Place toy airplanes, trucks, people, and buildings in the area along with blocks, twigs, small rocks, and spools.
- Display pictures of airports and airplanes or from airplanes. Add small blocks, twigs, pebbles and spools to be transported by plane.
- Place a Fisher Price little people airport in the block area. Add other airplanes, cars, people, small bags, doll luggage, and small trucks to move luggage.

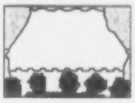
Construction

- Create paper airplanes.
- Make airplanes out of POPSICLE sticks.
- Construct wind socks.
- Use cardboard boxes to construct airplanes.

Cooking/Snacks

- Make snacks (sandwiches, fruit slices, and cookies) to serve on the airplane.
- Have the children take drink orders.
- Offer a variety of juices, milk, and soda pop.

Dramatic Play



- Create an airport terminal. Make the ticket counter and label it. Place tickets and envelopes for passenger check in.
- Provide suitcases and bags for check-in. Use a bathroom scale for weighing and stickers to label destination.
- Have stamps and pad for stamping passports of travelers overseas.
- Make the airplane cockpit and cabin.

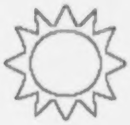
Group/Individual Story Experiences

- Display pictures of airplanes and start a discussion on flying.
- Show the children the illustrations in the book, *Flying* (Crews, D.). Talk about take off, flying in the air, and landing and how this might make them feel. Let children share what they might see from an airplane and how it would look.

Music and Movement

- Sing songs from "On the Move with Greg and Steve."

Outdoor Play/Motor



- Pretend to fly by holding out arms and "soar." Move like an airplane and make sounds.
- Swing and feel the air.
- Provide airplane toys for children to sort by size. Make boxes, label one "big" and one "little." Children can place airplane toys in the appropriate box.

Science/Math

- Weigh luggage at the classroom airport. Provide a bathroom scale, suitcases, and items to put in the suitcases.
- Play luggage load. Provide old suitcases and things to put in it. Make a "baggage drop off" sign. Children can load suitcases and take to the "baggage drop-off" area.
- Sort plastic airplanes by color, shape, and size.

Sensory

- Conduct experiments with wind and air.
- Make a wind tunnel.
- Explore the relationship between water and air. Does wind move through water like it does through air?

Literacy Links

- Name and make a sign for the airport. Label various places at the airport terminal.
- Make airplane tickets and passports. Write the countries on them.
- Bring in travel brochures for children to plan their trips.

Related Books, Poems, Stories

- *Airport* (Barton, B.)
- *Flying* (Crews, D.)
- *On a Plane* (Petty, K.)
- *Planes* (Rockwell, A.)

Related Software

- *Gregory and the Hot Air Balloon*
- *My First Amazing World Explorer*
- *My First Incredible, Amazing Dictionary*
- *Richard Scarry's How Things Work in Busytown*

Extensions Beyond Classroom

- Visit your local airport.
- Visit a farm that has a crop duster and talk with the pilot.
- Invite a pilot to the classroom.
- Visit an air show in the area, take a field trip and/or participate by having a lemonade stand.
- Watch videotape taken from an airplane.

Family Connections

- Have parents bring passports from home and share with the class.
- Make passports at home with your family. Use a photo of the child and let children glue on construction paper. Children and parents can decorate with markers, crayons, or pencils.
- Talk with your child about traveling to other countries. You might use a globe or map and point out the USA. Children can get their passports stamped at the airport.
- Visit a local international fair.

Let's Explore the Farm with Buzzy

Publisher

Humongous Entertainment/Random House

System Requirements

Macintosh

- Macintosh
- 25 MHz or faster Macintosh computer
- 8 MB RAM
- CD-ROM drive
- Color monitor

Other PC

- IBM or compatible
- Windows 3.1
- 33 MHz 386 PC system or faster
- 4 MB of RAM
- CD-ROM drive
- SVGA card (640x480, 256 colors)
- Sound card

Optional

- Printer
- External Speaker

Software Description

Let's Explore the Farm with Buzzy offers children the opportunity to explore over 40 different places on the farm! The children fly over the farm and choose a place to visit. The children can visit the chicken coop, stop by the farmhouse and meet the farmer, or visit the barn and learn about the dairy. Children get a close look at the operation of a real farm. The program offers several menu choices. Buzzy labels places on the farm in "What is this?" If children click on an item, they go to a new screen for a close up view. The program gives definitions of farm related words. The word is read and then spelled. Each definition is connected to others. Screens are animated and can be printed. Children might choose a "Time to play" which has a selection of activities. Children can play "Trivia," "Eggs Away," "Spell It!," "Find It," or" Coloring Book." In the "Eggs Away" activity, children catch eggs in a basket but it gets harder and harder with added obstacles. "Find It" is a hidden picture game. Children search for an object with only a small portion of the picture for a clue. "Spell It!" is similar to Hangman only you lose your cows! Anytime you click on Buzzy, he will talk about farm operations. This program is a good addition to any farm or animal unit in the preschool classroom.

Let's Explore the Farm with Buzzy

Introduction

Agriculture is important to our everyday living because the farm is the source of food. While some children may live on a farm, others have no idea of farm life. Learning about the farm provides fun experiences for children in either situation. Preschoolers will remember fond experiences with animals, crops, and barns.

Let's Explore the Farm with Buzzy encourages children to learn about the farm and its operations. Children get to milk a cow, plow a corn field, and feed the chickens. Combined with off-computer activities, children will have many real or imagined experiences on the farm.

Materials

- Computer
- *Let's Explore the Farm with Buzzy*
- Books about the farm, such as: *Barn Dance, The Chicken Book*, or *Little Red Hen.*

Introductory Activity

- Read a story about the farm to the children. You might read *Farming* (Gibbons, G.) or *My Farm* (Lester, A.).
- Discuss the various animals, equipment, and buildings on the farm. Talk about the role each of these has on the farm. The children can help identify animals and make animal sounds. Discuss planting, harvesting, and equipment which might be used.

Computer Activity

- Children can view and interact with *Let's Explore the Farm with Buzzy* software individually or in small groups during center time.
- You might ask the children some of the following questions as they view the program: *Where do you live? What do you think it would be like to live on a farm? What animals might you see on the farm? What does a farmer do in the barn? What kind of food would a cow eat? How does a farmer feed a cow?*

Extended Activity

- Create a classroom book about a visit [illegible] the farm using *HyperStudio*. Ask children to draw a picture of their favorite thing about the farm and dictate stories.
- Line up objects that are farm related (toy tractors, Indian corn, animals) and then take one away. Ask children to guess which object was removed and talk about what it does on the farm.
- Create an "Egg Away" game using plastic colored eggs and baskets with handles. Line baskets with hay. Children can toss eggs into the basket. To make the activity harder, move the basket back and forth. When eggs have been tossed, children can sort eggs by color. Hide small farm related items inside the eggs. Ask children to tell you about the hidden item.

Summary

This computer program presents the farm to children in a fun and exciting way. Children will be learning about agriculture and how it effects their lives. Exploration of the computer program sparks children's interest and curiosity.

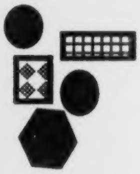
Let's Explore the Farm with Buzzy

CURRICULUM INTEGRATION IDEAS

Art

- Print with vegetables and paint.
- Paint or make a collage with straw.
- Make farm animals from clay and/or play dough.
- Use egg shells from hard boiled eggs and feathers for collage materials.
- Make a large barn to put on the wall; children can make animals to go in the barn.

Blocks/Manipulatives



- Build a barn with blocks.
- Add plastic animals, toy tractors, dirt, and hay to the block area.
- Display pictures of the farm such as fields, animals, and machinery.
- Use construction toys to build fences.

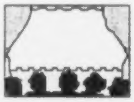
Construction

- Cut farm pictures from magazines and catalogs. Paste on construction paper and design a farm.
- Use Popsicle sticks to build fences for farm animals in the block area.

Cooking/Snacks

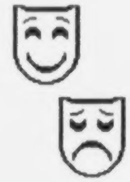
- Cook different types of eggs; fried, poached, scrambled.
- Taste various corn products.
- Drink milk; eat cheese with crackers.
- Make butter and eat with homemade bread.
- Try different colored and sized eggs; brown, white, large, medium, small.

Dramatic Play



- Provide a farmer's prop box.
- Make the play area into a Farmer's Market.
- Set out red brick blocks so children can build a barn.
- Provide stuffed animals and straw.

Group/Individual Story Experiences

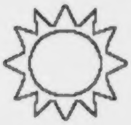


- Act out a story about the farm.
- Put up a puppet stage and farm animal puppets for play.

Music and Movement

- Sing "Old MacDonald Had a Farm."
- Sing "The Farmer in the Dell."
- Sing songs with a farm theme.

Outdoor Play/Motor



- Play "Egg Toss."
- Fill pails with water and carry to a milk can in a milk pail relay.
- Imitate various animals - walk on hands and feet (all fours) or flap arms and move like a chicken.

Science/Math

- Hatch baby chicks and chart information.
- Plant a garden and harvest the crop or grow carrots or potatoes in water.
- Sprout lima beans in a plastic bag.
- Sort plastic farm animals by size, color, & kind (four legs).
- Sort colored eggs.

Sensory

- Use corn kernels, beans, or dirt at the sand/water table.
- Taste and smell soy beans and soy bean products.
- Put vegetables in a sack. Children can feel and guess the vegetable.

Literacy Links

- Make and display signs for the Farmer's Market.
- Compile a class book about a visit to the farm.
- Chart favorite farm animals.
- Write stories about experiences with Buzzy on the farm.

Related Books, Poems, Stories

- Display non-fiction books about the farm.
- Teach the children finger plays with a farm theme.
- *Barn Dance* (Martin, B.)
- *The Chicken Book* (Williams, G.)
- *Little Red Hen* (Garner, A.)

Related Software

- *The Playroom*
- *The Backyard*
- *Big Job*
- *Richard Scarry's How Things Work in Busytown*
- *HyperStudio* stacks about the farm.

Extensions Beyond Classroom

- Visit a local farm and/or agricultural industry.
- Take a field trip to a grocery store and explore the produce section.
- Invite a farmer to visit the classroom and might bring an animal, if possible.
- Visit an apple orchard in the fall.
- Visit a farmer's market.

Family Connections

- Ask children to bring items from home for the Farmer's Market.
- Invite parents for harvest time of the class garden.
- Ask parents to join snack time and taste various soy bean products.

Little Monster at School

Publisher

Brøderbund

System Requirements

Macintosh

- Macintosh and Power Macintosh
- System 6.0.7 or higher
- 4 MB RAM; 2.5 MB free
- CD-ROM drive required
- Color monitor

Other PC

- IBM or compatible
- Windows 3.1 or Windows 95
- 16 MHz 386 or faster required
- 4 MB RAM for Windows 3.1: 8 MB RAM for Windows 95
- CD-ROM drive required
- SVGA monitor/display card 640x480, 256 colors
- Windows compatible sound device

Optional

- External Speaker
- TouchWindow

Software Description

Spend a day with Little Monster at his school in the interactive, animated story presented in the Living Book series. The book comes with the CD-ROM. Have the story read to you or play along in English or Spanish. Use the mouse to select different characters and objects on each page when playing along. Children discover the many hidden buttons on each page as they interact. Background music and appropriate noises expand imaginations of the children as they enjoy this Living Book. The program encourages imagination, friendships, social interaction, and recognizing and dealing with emotions. Little Monster's experiences at school and home introduces children to letters and numbers and allows them to explore personal hygiene, manners, and responsibility. Children interact with Little Monster as he gets ready for school which entails brushing teeth, dressing, eating a good breakfast, and getting things organized for school. The children follow Little Monster through his school day as he learns about taking care of his pet; Zipperump-a-zoo tending his plant; eating lunch and playing at recess; forming new friendships; and learning ABC's. The program offers a whole new learning experience for children with animation, music, humor, and sound effects.

Little Monster at School

Introduction

School will be a very important part of children's lives as they grow up. Children can experience a fun day at school with Little Monster and his friends. The software program offers children the opportunity to explore a day in the grade school. Children are introduced to alphabet letters and numbers in a non-threatening environment. Little Monster and his friends provide children the chance to become familiar with the school subjects of science, social studies, language arts, music, and art. *Little Monster at School* offers children an exciting way sample elementary school.

Materials

- Computer with color monitor and CD-ROM drive
- *Little Monster At School*
- *Little Monster at School* book (Mayer, M.)
- Books in the reading area about going to school.

Introductory Activity

Read *Little Monster at School* with children and discuss. Talk about what they do each morning before going to school. Discuss what things happen at school during the day. Ask children to pretend they are in the next grade and discuss what might happen at school each day. Ask children if the things they do before school will change when they go to the next grade.

Computer Activity

- Provide *Little Monster at School* software as a choice during free time. Be sure the hard copy of the book is near the computer. Children can view the program individually or in small groups.
- Encourage children's exploration of each page of the program. Children will be delighted with Little Monster's bathroom routine in the mornings and the animated objects found on each page. Talk with children about their morning routines. At Little Monster's school, children can observe the interaction and friendships among various characters and Little Monster. Ask children what they like about school. Ask children to share other special experiences they have had at home or school.

Extended Activity

- Arrange for a visit to a classroom at the next grade level. Prepare children for the visit by 'playing school' in the dramatic play area. Visit the classroom and create a *HyperStudio* stack entitled, "My Day in ________." Children can illustrate the stack with their drawings and/or photographs taken during their visit. Ask children to author the stack and give it a new title.
- Visit a different grade classroom during one area of concentrated study, such as music time. Upon return to their own classroom, conduct a mini music session with the group. This can be repeated for art, math, and motor play.

Summary

Little Monster at School and many off-computer activities offer young children the opportunity to experience a different grade level and early learning in a fun way. Children are exposed to letters, numbers, and new concepts in a non-threatening environment. By interacting with Little Monster and his friends, children learn that the transition to a different grade can be an enjoyable experience.

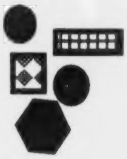
Little Monster at School

CURRICULUM INTEGRATION IDEAS

Art

- Sculpt clay monsters.
- Provide paper and watercolors at the easel for children to paint monsters.
- Paint with toothbrushes, combs, and hair brushes.
- Finger-paint with shaving cream or toothpaste.
- Provide crayons, pencils, markers, rulers, lined notebooks, colored pencils, and other typical school supplies in the art center.
- Paint with ABC or number sponges.
- Draw on the chalkboard with chalk and eraser.
- Use wet chalk on construction paper.

Blocks/Manipulatives



- Add a Fisher-Price school house and bus to the block area. Don't forget the little people!
- Place photographs of school buildings and buses in the block area.
- Provide ABC blocks for building.
- Provide plastic chain links for manipulation.
- Make puzzles using scenes from the software program.
- Build with colored shape blocks.

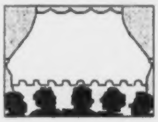
Construction

- Construct paper airplanes from a variety of papers.
- Make paper bag masks.
- Create monster puppets with fabric bodies and styrofoam ball heads, then decorate.
- Construct paper chains.
- Make milk carton blocks and decorate.

Cooking/Snacks

- Cook scrambled eggs and toast for snack.
- Eat cereal with milk.
- Make sandwiches and serve in lunch bags.
- Eat mango fruit (when in season) for snack or papaya and call it "tango" fruit.
- Serve apple slices and peanut butter.
- Make monster cookies.

Dramatic Play



- Turn the housekeeping area into a school room. Add the following props: ABC poster, number chart, chalkboard and chalk, ruled paper, pencils, stuffed toys for class pets with cage or bowl, artificial plants and watering container, books, lunch boxes, chart paper, nap mats, maps and pointer, flags, drawing supplies, musical instruments, music books, and small desks with chairs.
- Display a world map or globe in the housekeeping area. Provide props for dressing in costumes from "monster" countries around the world. Ask children to make flags for their imaginary monster lands.

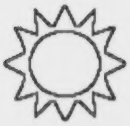
Group/Individual Story Experiences

- Produce a book of "What I did over the weekend!" Encourage children to use their imaginations and make up a fantastic story like Yally. Put into a *HyperStudio* stack.
- Make up the story for "Little Monster and the Three People." Ask children to share story ideas. The teacher can write the ideas on chart paper. Children can decide on the order of events. Make a big book for children to illustrate.
- Read *Little Monster at School.* Children can act out favorite parts of the story. Use props from the dramatic playarea.
- Ask children to act out plays about their monster countries and its customs.

Music and Movement

- Pretend to be monsters and move around the room.
- Make booklets of favorite songs for the class. Children can sing together and use the booklets to follow along. If possible, accompany singing with a piano (or tape of piano music).
- Provide instruments in the music center for exploration.
- Sing the "Alphabet Song" and "Wheels on the Bus."
- Sing songs from "School House Rock" or listen to "School House Rock" tape. Children can sing along.

Outdoor Play/Motor



- Make "big feet" from paper bags stuffed with newspaper. Cut out a place to insert children's feet with their shoes on. Children can decorate "feet" with markers or paint. Children can then walk; you might have them walk on an exercise mat. As they get better, add cones for them to walk around.
- Supply outdoor play equipment for softball, football, or kickball.
- Use climbing equipment and swings during free play.
- Make a school bus using wheel toys. Take rides to school.

Science/Math

- Get a class pet to take care of such as a gerbil, gold fish, rabbit, or turtle.
- Grow bean plants from seeds in a paper cup. Let children plant the seeds and water their plants.
- Plant a garden outside with flowers and corn. Children can care for the garden and watch it grow!
- Place leaves, rocks, and bugs in the discovery area.
- Sort leaves by shape and color (use real leaves or make from construction paper).
- Use plastic bugs and draw their shapes on cards for the children to match bug with it's shape. Do this using numerals and number of objects (1 and one shape, 2 and two shapes) so children are counting as well.

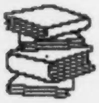
Sensory

- Fill the sand/water table with dried beans and have measuring tools.
- Use plastic chain links in the sand/water table.
- Hide school supplies in the sand table (pencils, crayons, erasers, small notepads).
- Make playdough with children and color it purple and green. Children can then create "little monsters."
- Ask children to try napping on different materials, such as carpet squares, a pillow, blanket, the floor, or a mat. Let the children try various positions; on their backs, stomachs, side, or sitting.

Literacy Links

- Make a daily schedule for the class' school.
- Display maps of the world. Children can make maps of different monster lands and name the country. Label other items on the maps.
- Name the school in the dramatic play area and make a sign. Label items in the school room.
- Make ABC and number cards for the school.
- Create a pet helper chart and assign a child each day to feed and water the class pet. Place a different child's name on the sign each day and let the children recognize the helper's name.
- Add song booklets to the music center.
- Make a recipe chart for monster cookies.
- Label various items in the displayed pictures of schools and buses.
- Make a "do not litter" sign for the trash can!

Related Books, Poems, Stories



- *Annabelle Swift, Kindergartner* (Schwartz, A.)
- *Maisy Goes to School* (Cousins, L.)
- *Morris Goes to School* (Wiseman, B.)
- *Mouse Views: What the class pet saw* (McMillan, B.)
- *Oliver Pig at School* (Van Leeuwen,
- *School* (McCully, E.A.)
- *The Show-and-Tell War* (Smith, J.L.)
- *This is the Way We Go to School* (Baer, E.)
- *More Surprises* - book of poems edited by Lee Bennett Hopkins
- Other Little Critter books by Mercer Mayer.

Related Software

- *Arthur's Reading Race*
- *Bailey's Book House*
- *Chicka Chicka Boom Boom*
- *Dr. Seuss's ABC*
- *EA*Kids Art Center*
- *Forever Growing Garden*
- *Franklin's Activity Center*
- *JumpStart Todd*
- *Kid Pix Studio*
- *Millie's Math House*

Extensions Beyond Classroom

- Visit high school music room ask the teacher to do a m lesson.
- Invite an upper grade science teacher to your class and participate in some hands-on science experiments.
- Visit the grade school playground and play on the equipment.
- Tour a grade school building if different from the preschool building and eat lunch in the cafeteria.
- Take a ride on a school bus to a local playground.
- Arrange a "pen pal" classroom. Send letters back and forth and visit the other classroom. If possible use e-mail

Family Connections

- Invite families to visit the children's pretend school and be the students.
- Invite parents on the children's outing to ride a bus and eat in the school cafeteria.
- Ask parents to send items for the discovery area such as leaves, bugs, rocks, and plants.
- Send home "school bags" with assorted school supplies and counting activities for parents and children to "write" and "count" together at home.
- Ask families to work together to draw a picture, write about, and make a flag for their favorite monster land.

Millie's Math House

Publisher

Edmark Corporation

System Requirements

Macintosh

- Macintosh computer
- System 7.0.1
- 4 MB RAM (8 MB recommended)
- CD-ROM Drive
- 13" or larger color monitor; 256 color required

Other PC

- IBM or compatible 386DX/33 MHz (486/33 MHz or better recommended)
- Windows 3.1 or later
- 4 MB RAM (8 recommended)
- CD-ROM drive
- Super VGA Display with 256 colors
- Windows-compatible sound card

Optional

- Printer
- TouchWindow

Software Description

Millie's Math House has seven different activities that offer children the opportunity to explore size, shapes, and numbers. All of the activities can be set for different degrees of difficulty, allowing the program to grow with the child. The main page offers choices for all the activities. A simple click of the mouse will take the child to the activity of choice.

"Little, Middle, and Big" is where children are asked to compare and match sizes. The child matches different shoes (sizes and styles) to one of the three different characters. "Build-a-Bug" gives the child the opportunity to hear numbers and see the corresponding quantity. Eyes, ears, spots, antenna, tails, and legs can be added to the bug in the number determined by the child. If the child chooses, the finished bug can be printed. The child can also record a "bug" sound. Geometeric shapes are identified and matched in "Mouse House." Orginal designs can be created or a child can follow a blueprint and print the finished mouse house. Number recognition skills are increased when a child chooses the "Number Machine." By pressing a key on the number machine, a child causes that number of crazy critters to pop out of the drawer and count off. "Bing and Boing" encourage a child to recognize patterns and sequences. Patterns can be created or completed. Visual and audio cues are included in this activity. The "Cookie Factory" increases critical thinking skills and develops counting abilities. Cookies are decorated with jelly beans and deposited in the correct bin or a specific number of jelly beans are added to a cookie. An excellent premath program, *Millie's Math House* provides hours of entertaining learning for even the youngest child.

Millie's Math House

Introduction

Millie's Math House introduces children to shapes, sizes, and numbers in a fun and entertaining way. Using this program as part of a preschool classroom enhances not only the learning of math but literacy as well. All of the activities give children chances for free exploration as well as the opportunities to follow verbal directions, an important part of emergent literacy. Children are introduced to oral language used in a purposeful way.

Materials

- Computer
- *Millie's Math House*
- Bubbles and blower

Introductory Activity

- Blow bubbles with the children. Talk about various sizes of bubbles as they float around the room or outside.
- Prepare bubble solution for "body bubbles." Put the solution in a small swimming pool, [illegible] child to stand in the pool, place wire shape (created from two old hangers or wire) over the child's head and into the bubble solution. Pull the wire shape back up over the child's head creating a large bubble that encloses the child.

Computer Activity

- Encourage children to use *Millie's Math House* individually or in small groups at the computer center.
- Watch the children view the program and ask questions such as: *How can you tell what size shoes to put on the characters? What shape are you using to build the mouse house? Where have you seen a cash register?*

Extended Activity

Share different kinds of shoes with children, including work boots, hi-heeled shoes, running shoes, basketball shoes, baseball cleats, sandals, etc. Ask questions like: [illegible] *would wear these shoes? Where would you wear these shoes? Are these big shoes or little shoes? Would a big or little person wear these shoes?* Remind the children about Big, Middle, Little, and the shoes in *Millie's Math House*.

Summary

From sorting shoes to finding shapes in the environment, Millie incorporates ideas and activities that extend easily into the classroom and home. The math concepts in Millie's support literacy as children predict and discuss activities, and create and tell stories about bugs.

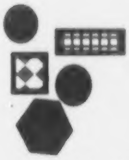
Millie's Math House

CURRICULUM INTEGRATION IDEAS

Art

- Sponge paint with geometric shapes.
- Paint with old shoes and different colors of paint.
- Paint with feet using different media (shaving cream, or finger paint.)
- Place on the easel two large pieces of paper. Cut a hole into a shape (circle, square, rectangle) in the top piece of paper. Put the paper on the easel without comment to the child. The hole may be ignored or may become a part of the picture.

Blocks/Manipulatives



- Create or obtain shoe, bug, cookie, and shape lacing cards.
- Place different shape blocks in the room.
- Bring in a variety of shoes with different closures such as buckles, Velcro and laces. Encourage children to experiment.

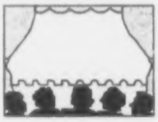
Construction

- Create collages with pre-cut shapes or child-traced and cut shapes.
- Construct with different shaped boxes and various adhesive materials to create a Mouse House, Cookie Machine, or Shoe Factory.
- Make money using paper, cardboard, and aluminum foil.

Cooking/Snacks

- Make ants on a log.
- Frost sugar cookies and decorate with Jelly Beans.
- Mix, shape, and bake cookies with chocolate chips or M &M's using an EZ Bake oven or Toaster Oven to bake the cookies.
- Make cheese or peanut butter sandwiches cut into a variety of shapes.
- Create food bugs using an assortment of food products such as pretzels, crackers, spray cheese, chocolate chips, carrots, raisins, etc.

Dramatic Play



- Add a prop box for a shoe store; include toy cash registers, play money, old shoes, purses, employee name tags, shoe sizing instrument, shoe stool, empty shoe boxes, and shoes horns.
- Turn the doll house into a Mouse House. Replace dolls with a variety of small stuffed or plastic toy mice.

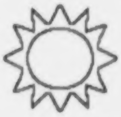
Group/Individual Story Experiences

- Read *The Doorbell Rang* (Hutchins, P.). Discuss the importance of sharing, while sharing a bag of bite sized chocolate chip cookies.
- Read *The Very Grouchy Lady Bug* (Carle, E.) as a group using flannel board characters. Encourage children to explore the flannel board during free play.
- Read *The Very Hungry Caterpillar* (Carle, E.). Add story-related props for children to use in puppet shows.

Music and Movement

- Dance around the room to music while wearing different old shoes.
- Sing "Who Ate the Cookie From the Cookie Jar."
- Ask children to choose old shoes to wear. Play the song "These Boots Were made for Walking" by Nancy Sinatra. Stop the song periodically to give children the opportunity to change shoes.
- Dance like a bug.

Outdoor Play/Motor



- Put shoes on hands and walk using hands and feet.
- Decorate wagons and riding toys like bugs. Go for a bug parade.
- Dip barefeet in water to make footprints on the playground or side walk.
- Create an obstacle course made with different shapes such as tires, boxes, balls, and jump ropes.

Science/Math

- Pair old shoes together for children to place in hanging shoe bag pockets.
- Match three different sized shoes (small, medium and large) into three different sized shoe boxes.
- Place bugs (dead and alive) on the discovery table for children to observe with a magnifying glass.
- Sort, count, and match plastic bugs.
- Graph children's shoes according to size, closures or color.
- Measure children's shoes and graph measurements
- Trace feet and sort or display from small to large.

Sensory

- Fill sand table with sand and plastic bugs.
- Make touch and feel box with different shaped objects for children to guess.
- Listen to a nature tape and identify bug sounds.

Literacy Links

- Name the shoe store. Make shoe store signs for dramatic play area.
- Chart recipes for cooking activities.
- Dictate stories to go with pictures that were created in art.
- Label bugs at discovery table.
- Place a notebook at the discovery table for children to write or draw about the bugs, thus creating a class bug journal.

Related Books, Poems, Stories

- *A House is a House for Me* (Hobermann, M.)
- *Anno's Counting Book* (Mitsuamasa, A.)
- *Big Ones, Little Ones* (Hoban T.)
- *Cinderella* (Karlin, B.)
- *Circles, Triangles, Squares* (Hoban, T.)
- *Count and Say 1, 2, 3* (Hoban, T.)
- *How Big is a Foot?* (Myller, R.)
- *I Walk and Read* (Hoban, T.)
- *Inch by Inch* (Lionni, L.)
- *Shapes and Things* (Hoban, T.)
- *Ten Black Dots* (Crews, D.)
- *The Door Bell Rang* (Hutchins, P.)
- *The Very Grouchy Ladybug* (Carle, E.)
- *The Shape of Me and Other Stuff* (Geisel, T.)
- *The Very Hungry Caterpillar* (Carle, E.)
- *Two Bad Ants* (Van Allsburg, C.)

Related Software

- *How Many Bugs in a Box?*
- *HyperStudio*
- *Kid Pix Studio*
- *My First Incredible, Amazing Dictionary*
- *Nick Jr. Play Math*
- *Stanley's Sticker Stories*
- *Thinkin' Things*

Extensions Beyond Classroom

- Visit a shoe store.
- Visit a bakery/cookie factory.
- Invite a conservationist to visit and bring in a variety of bugs and spiders.
- Make a *HyperStudio* stack with bug drawings by the children with dictations about what they drew, adding sound and animation.

Family Connections

- Invite parents to help bake cookies.
- Make a cookie smorgasbord. Invite parents to visit the classroom and bring cookies to share with everyone.
- Ask children to bring "pet" bugs from home.
- Invite parents to send old shoes for dramatic play area.
- Ask parents to send shoe boxes to school.

Monkeys Jumping on the Bed

Publisher

SoftTouch

System Requirements

Macintosh

- Macintosh LC or later
- System 7.0 (earlier may cause occasional sound dropouts)
- 4-8 MB RAM
- CD-ROM drive
- 13 or 14 inch color monitor

Other PC

- IBM/Compatible 386SX or higher
- Windows 3.1 or higher
- 8 MB of RAM
- CD-ROM drive
- Super VGA graphics (640x480, 256 colors)
- Sound Blaster or compatible sound card

Optional

- External Speaker
- Switch Interface
- Switch
- IntelliKeys

Software Description

This software presents the familiar song, *Monkeys Jumping on the Bed*, for children to explore in a variety of ways. The software has five different options to chose from, including: "Let's Play," "Find the Color," "Find the Number," "Find the Number Set," and "Find the Number Word." Children can play the familiar song while learning computer control, color matching, and number and counting concepts.

Besides the mouse, this program can be accessed through a single switch, Discover:Kenx, or IntelliKeys with specially designed overlays. Scanning rate can be set for switch users.

For each input method there is the option of having one to six choices appear on the screen. This program can be enjoyed at an observational level to watch and listen to the monkeys or to reinforce color and number concepts.

Monkeys Jumping on the Bed

Introduction

Young children enjoy watching animals, especially monkeys being silly. A popular preschool song about monkeys can be the focus for a variety of activities. Music and animation is included in each screen to reinforce color and number concepts. Children can explore the movements of these monkeys as the software is integrated into other classroom activities.

Materials

- Computer
- *Monkeys Jumping on the Bed*

Introductory Activity

- Sing the song, "Monkeys Jumping on the Bed" with the children several times before exploring the software so that the song is familiar to them.
- Begin with the "Let's Play" option at the computer center.

Computer Activity

- Encourage children to explore *Monkeys Jumping on the Bed*. As they become more familiar with the software, encourage children to explore other activities from the software program.
- Arrange toy stuffed monkeys around the computer center for children to hold while interacting with the software.

Extended Activity

- Create a jungle mural for the classroom or hall. Put a large piece of butcher paper on the wall for children to paint. Place a tarp or plastic covering on the floor. Children can decide what colors would work best in the jungle. Place colored tempera paint in trays or use finger paint. The children can paint with their hands or brushes. Create trees using PVC pipe mounted to a piece of plywood. Cover the PVC pipe with paper maché and paint.
- Sponge paint with monkey shaped sponges.
- Use collage materials to create monkey masks. Making a mask from a paper plate for the monkey face is inexpensive and easy.
- Take screen snapshots of characters from the software. Laminate and attach Velcro to the back for manipulating on a flannel board.
- Encourage children to write (or dictate) their own version of the song. Some ideas might include, "Five little friends jumping on the bed; Sara fell off and bumped her head;" name each friend that jumps off the bed.
- Find out more about monkeys. Bring in non-fiction books about monkeys with photographs to display in the library corner.

Summary

This simple software program can be used in various ways. Some children will enjoy controlling and imitating the monkeys gestures. Other children will love learning about monkeys. Through the study of monkeys, they learn what monkeys eat, how they sleep, and where they live. Children gain a variety of skills, including early literacy skills as they participate in off-computer activities.

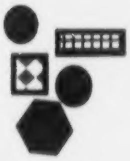
Monkeys Jumping on the Bed

CURRICULUM INTEGRATION IDEAS

Art

- Draw monkeys at the zoo.
- Create a jungle mural.
- Sponge paint with monkey shaped
- sponges.
- Make monkey masks with collage materials.
- Use stamps from *Amazing Writing Machine*.

Blocks/Manipulatives



- Make a jungle with stuffed animals, plastic animals, and blocks.
- Put plastic animals, stuffed animals and toy food in the block area.

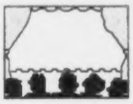
Construction

- Create a sock monkey.
- Create screen dumps of the monkeys, print and laminate. Attach Velcro and use on a Velcro board for children to manipulate.

Cooking/Snacks

- Make banana pudding with vanilla wafers.
- Make banana milk shakes.
- Slice bananas, stick each slice with a toothpick, dip into honey and wheat germ.
- Make monkey bread: cut refrigerated biscuits into fourths, roll in cinnamon and sugar mixture. Put cut pieces into a bundt cake pan and cover with melted butter. Bake at 350 until golden brown.

Dramatic Play



- Pretend to be monkeys.
- Reenact *Five Little Monkeys Jumping on the Bed* and *Caps for Sale*.
- Put props in the dramatic play area: toy and stuffed monkeys, caps, and bananas.

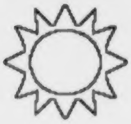
Group/Individual Story Experiences

- Create stories about monkeys.
- Create stories about what happens when you jump off the bed.
- Use a Velcro mitt and monkey to reenact the story.
- Play with "Barrel of Monkeys" game.

Music and Movement

- "Little Monkeys Swinging in a Tree"
- "Ten in the Bed"
- "Five Little Ducks"
- "Five Green and Speckled Frogs"
- "Five Little Pumpkins"
- "Monkey See, Monkey Do," a one act opera for children by R. Rodriguez.

Outdoor Play/Motor



- Use a trampoline or air mattress as a bed to jump off. Make sure that there are mats for safe landing.
- Swing on ropes in gym (on a matted floor).
- Climb monkey bars. Hang by knees.
- Climb things like the jungle gym and other climbing equipment.

Science/Math

- Sort monkeys by color (of shirt), or type of monkey.
- Graph favorite monkeys on charts.
- Match number or color sets of monkeys (use plastic toys or laminated pictures.)
- Study monkeys. Find the different types, where they live and what they eat.

Sensory

- Find plastic monkeys in real or silk leaves.
- Put water in the water table; plastic monkeys can jump in the water.

Literacy Links

- Create rebus charts with snack recipes.
- Label different parts of the jungle that children create.
- Name each child's mask.
- Post stories written by the class.
- Write out lists of what the children know about monkeys, what they want to know about monkeys, and what they have learned about monkeys.

Related Books, Poems, Stories

- *Caps for Sale* (Slobodkina, E.)
- *Curious George* series (Rey, H. A.)
- *Five Little Monkeys Jumping on the Bed* (Christelow, E.)
- *Monkey Faces* (Asch, F.)
- *Tom and Pippo* series (Oxenbury, H.)

Related Software

- *Amazing Writing Machine*
- *Amazing Animals*
- *Kids Zoo*
- *Let's Explore the Jungle*
- *My First Incredible, Amazing Dictionary*
- *Pippi Longstocking*

Extensions Beyond Classroom

- Visit the zoo.
- Take a nature walk naming the different animals that are seen.

Family Connections

- Invite families to help research the different types of monkeys and how they live.
- Send home a stuffed monkey to spend time with the families and a notebook to record the monkey's activities.

My First Incredible, Amazing Dictionary

Publisher

DK Multimedia

System Requirements

Macintosh

- Macintosh
- System 7.0 or later
- 6 MB RAM or more
- CD-ROM drive
- Color monitor (256 colors)

Optional

- Printer
- External Speaker

Other PC

- IBM or compatible 386 DX/33 MHZ or faster
- Windows 3.1 or later
- 4 MB of RAM or higher
- CD-ROM drive
- 5 VGA (256 colors) 640 x 480 pixel display
- 8 or 16 bit sound card

Software Description

This interactive dictionary includes many features. For each letter of the alphabet, there are approximately twenty entries from which children can choose. The dictionary features 1,000 key words for young children. Each word has its own definition, illustration, and sound or animation on a simple, colorful screen. Within each definition are several highlighted words in red. When the red word is clicked, the program jumps into another entry with pictures and actions along with a new definition. The program has a number of ways to travel through the dictionary, "leapfrogging" from one meaning to the next or learning new words from the context in which they appear. The children can also click the opposite icon and view a new word, its definition, and action. The program contains three games: "Guess What," "Spell It," and "What's that Noise?" Other options include "Surprise Me" (the program chooses the word to be viewed), "Backtrack" (backs to the last word), "Quick Search" (choose a word or type a word), and "Print." Each option has an icon which makes exploration by children easy.

My First Incredible, Amazing Dictionary

Introduction

As young children learn about the world around them, they have many questions and need to look at different resources for answers. These resources can include adults, other children, exploration, and books. *My First Incredible, Amazing Dictionary* is a resource that a child can explore to find answers. A young child can look though the dictionary by viewing pictures and clicking to hear the description of the word or clicking on the picture to see an animation that may help define the word.

Materials

- Computer
- *My First Incredible, Amazing Dictionary*
- Blank card stock for each child to place picture and dictate definition
- Wide binding tape
- Children's picture dictionary
- Camera (Digital or 35 mm)

Introductory Activity

- Introduce a child's picture book to the children during circle. Be sure to point out the pictures and the meaning depicted in print. Discuss with the children all of the meanings that can be found in a dictionary. Place the book in the book center for free exploration.
- Introduce the camera to the children. Discuss how to use the camera. Talk to the children about making a classroom dictionary with pictures of objects in and around the school that the children encounter during the school day. Make a classroom dictionary with the pictures that the children take. Label pictures and include dictated definitions.

Computer Activity

- Ask for suggestions from the children of objects that they would like to know more about. You may want to begin with a topic that is currently part of the class theme and find words related to the topic. Explain to the children how you are going to find the object as you use *My First Incredible, Amazing Dictionary*. With the group, look at the picture while discussing the ways to learn about the object, by clicking on the words, clicking on the picture, clicking on the hot words or in the small rectangle to learn about opposites or related words.
- Explore *My First Incredible, Amazing Dictionary* independently or in small groups during free play.

Extended Activity

Produce an interactive classroom dictionary with *HyperStudio* using the classroom dictionary that the children produced. Add animation and sound.

Summary

My First Incredible, Amazing Dictionary can be an emerging step for young children in the discovery that a word is an abstraction for the a more concrete picture or object. Through repeated exposure to dictionaries and activities throughout the year, children will learn to use resources to find meaning. The computer program encourages a young child to be more independent when exploring a topic. With the click of the mouse button or a touch with a touch tablet, the object and meaning are at a child's fingertips.

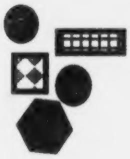
My First Incredible, Amazing Dictionary

CURRICULUM INTEGRATION IDEAS

Art

- Place different drawing tools in the art center with blank paper. Ask children to draw pictures that tell about themselves (the author). Add a section "About the Author" to the dictionary.

Blocks/Manipulatives



- Place a wide variety of building blocks (Lego, FlexiBlock, Tinker Toys, Lincoln Logs) in containers. Label containers, with photos and name of each blocks.

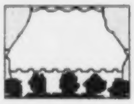
Construction

- Create a dictionary with cut outs from magazines and journals.
- Use screen snapshots of *My First Incredible, Amazing Dictionary* to print a hardcopy of dictionary.

Cooking/Snacks

- Find foods that you plan to have for snack in the dictionary.
- Eat Marshmallow Alphabets for snack. Sort letters from marshmallows.
- Plan a snack. Add the snack to the dictionary with the children's definition.

Dramatic Play



- Make area into a grade school. Gather ABC's, literacy posters, old encyclopedias, dictionaries, typewriters, paper, and a variety of writing utensils. Display old text books and materials on old school desks.
- Put dictionaries into area so children can pretend to look things up.

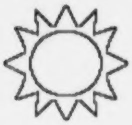
Group/Individual Story Experiences

- Each day, ask a child to 'read' a definition from the class dictionary.
- In a small group, hide objects that make noise in a box. Make a noise and ask children to name the object.

Music and Movement

- Sing "School House Rock" songs.
- Sing "Chicka Chicka Boom Boom."
- Move to music creating letter shapes with body.

Outdoor Play/Motor



- Find different riding toys in the dictionary.
- Add definitions of riding toys that are not in the dictionary.
- Play a new game. Ask children to define the game to add to the dictionary.

Science/Math

- Create a dictionary related to animals.
- Take a walk outside and find plants that live nearby. Create a related dictionary.
- Chart the different kinds of dictionaries that have been created. Combine dictionaries at the end of the year, creating a book.

Sensory

- Place musical instruments in the listening center.
- Record different sounds that are heard throughout the day. Place the tape in the listening center with pictures of the sounds.

Literacy Links

- Create an authoring area. Place all needed tools in this area. Make a sign labeling the area, 'Authors at Work.'

Related Books, Poems, Stories

- *The Alphabet from Z to A* (With Much Confusion on the Way) (Viorst, J.)
- *The Folks in the Valley: A Pennsylvania Dutch ABC* (Aylesworth, J.)
- *Aardvarks, Disembark!* (Jonas, A.)

Related Software

- *Chicka Chicka Boom Boom*
- *Dinosaur in the Garden*
- *HyperStudio*
- *Kid Pix Studio*
- *Let's Explore the Airport*
- *Let's Explore the Farm*
- *Let's Explore the Jungle*

Extensions Beyond Classroom

- Continue to add pictures to the dictionary throughout the year from field trips (such as firetruck, police car, apples, pumpkins, grain).
- Visit the local library.
- Invite a librarian to talk about the many dictionaries and resources there are.

Family Connections

- Make a family dictionary. Send an instant camera home with a child. Ask the family to take several pictures. Label each picture. Create a book with the photos.
- Send the new book home with children to be shared. Add a page for comments from families.

My First Amazing World Explorer

Publisher

DK Multimedia

System Requirements

Macintosh

- Macintosh
- System 7.0 or later
- 6 -8 MB RAM preferred
- CD-ROM drive
- Color monitor 14 inch or larger

Other PC

- IBM or compatible 486SX/25 or higher
- Windows 3.1 version or later
- 4Mb RAM/8 MB RAM preferred
- CD-ROM drive
- Speakers or head phones

Optional

- Printer
- External Speaker

Software Description

What a fun way to take a journey without leaving the comforts of your classroom! You can travel to famous cities and explore historic landmarks, add stickers to a sticker album and send postcards home, travel by air, and record travels in your passport.

When beginning the program, you are asked to fill in some personal information on your own passport, such as your name, age, and address. You are then transported to a child's bedroom where you can make choices by clicking on various items in the room. If you wish to take a guided tour, simply click on the train.

Find information about printing, sound, and copying options by clicking on the suitcase in the bedroom. You can even print outlines of the maps to be used for off-computer activities.

Stickers are collected of birds, animals, buildings, and other landmarks while traveling around the world. Postcards can be written to friends and family. The postcards are posted on a notice board which you can periodically check to see if you have received mail. After finding the space shuttles and submarines on the world map, you can access them as videos on the TV in the bedroom. The videos will show the child some of the world's most exciting places. Map-making skills can be tested by selecting one of three desk activities. Children can find the hidden treasure, create pictures, or play an interactive game.

My First Amazing World Explorer

Introduction

Exploring the world is something many children dream of doing. Whether that world is their neighborhood around them or the entire world, *My First Amazing World Explorer* gives children the opportunity to explore. Incorporate the program into the curriculum to build on many of the software's features.

Materials

- Computer with CD-ROM drive
- *My First Amazing World Explorer*
- Display books in the reading center dealing with travel and other countries.

Introductory Activity

During a circle time activity, discuss different countries. Display a large laminated world map. Talk about how we live in a town (or area), state, country, and world.

Computer Activity

- Ask children to explore *My First Amazing World Explorer* in small groups or individually.
- Use a large TV screen to view *My First Amazing World Explorer* as part of a larger group activity, if computer allows for video output.

Extended Activity

- Use color-coded push pins to plot where children were born on a large laminated classroom map.
- Contact a teacher from a foreign school and arrange to exchange a classroom letter and a collection of children's artwork and writings. Use the World Wide Web to connect the classroom if possible.

Summary

My First Amazing World Explorer offers children the opportunity to discover what it might be like to live in a different country, without ever leaving the classroom. Through free exploration, a child can discover many things about the world.

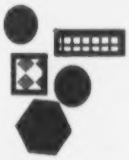
My First Amazing World Explorer

CURRICULUM INTEGRATION IDEAS

Art

- Give children various art supplies to create a map of their room or school.
- Draw the earth. Where do you live?
- Draw yourself on earth, United States, or state.

Blocks/Manipulatives



- Print a large map off the computer or use a store bought one. Using foam coreboard, make a floor puzzle.
- Use puzzles from around the world.
- Provide a variety of blocks to build cities and roads.

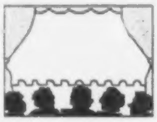
Construction

- Use masking tape to create roads on a carpet map. Provide cars, trucks, airplanes, road signs, airports, blocks (for houses) as props.
- Construct a town from cardboard boxes, flat cardboard, toilet paper rolls, paper towel rolls, masking tape, scrap lumber, Styrofoam, fake grass, markers, and paint.

Cooking/Snacks

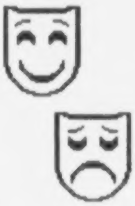
- Ask children to bring a traditional family recipe from home to share with the class.
- Choose snacks to cook from different countries.
- Bake different breads from around the world.
- Make gingerbread men for the hunt and to eat at snack.

Dramatic Play



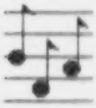
- Transform housekeeping into a customs area at an airport.
- Transform housekeeping into an airplane, with appropriate clothing and paraphernalia for airline workers.

Group/Individual Story Experiences



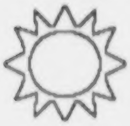
- Play "I'm going on vacation and I am going to (name of a place), I need to take (name an item to take along)." Have a place you are going and children can fill in what needs to be taken.

Music and Movement



- Dance to music from other countries.
- Sing songs from other cultures.

Outdoor Play/Motor



- Create a large obstacle course on the playground through which children can walk or ride tricycles.
- Walk around the neighborhood where the school building is located. Talk about how you can tell what street your house is on, the house numbers, and the names of buildings.

Science/Math

- Measure the distance it takes to get to different areas in the school building (cafeteria, bathroom, gym).
- Measure with steps, pieces of yarn, yardstick, or time.
- Create a big map and label the states or towns of the children's births.

Sensory

- Play music from different countries.
- Find or make instruments used in different countries. Let children experiment with them.

Literacy Links

- Laminate a large world map. Have children help find pictures of animals that live in different areas.
- Label and laminate pictures. Children can place pictures on different areas of the map.

- Create cookbooks from the family recipes shared at snack.

Related Books, Poems, Stories

- *How to Dig a Hole to the Other Side of the World* (McNulty, F.)
- *How to Make an Apple Pie and See the World* (Priceman, M.)
- *Street Rhymes from Around the World* (Yolen, J.)
- *This is the Way We Go to School: A Book About Children Around the World* (Baer, E.)

Related Software

- *HyperStudio*
- *McGee* Series
- *Mixed-Up Mother Goose*
- *Putt, Putt Joins the Parade*
- *Ruff's Bone*
- *Stanley Sticker Stories*
- *The Backyard*

Extensions Beyond Classroom

- Have a treasure hunt in the classroom. Make a simple map of the area to be covered.
- Have a gingerbread man hunt. Draw out the path taken to follow the gingerbread man.

Family Connections

- Map out child's room. Send paper home for child to map out his/her room with parents' help.
- Ask families to send photographs of vacation and label with location.
- Ask parents to help child draw a map to grandma's house or school.

New Frog and Fly

Publisher

Simtech Publications

System Requirements

Macintosh

- Macintosh LC or later
- System 7.0 or later
- Minimum 4 MB RAM
- Color monitor

Other PC

- Not available

Optional

- External Speaker
- Switch Interface
- Switch

Software Description

This switch program is a revised version of the popular public domain program for the Apple. Four activities help children learn switch pressing skills at several different levels. For the beginner, "Feed the Frog" reinforces switch response with the frog catching the fly with each switch press. "Trap the Fly 1" and "Trap the Fly 2" reinforce appropriate switch pressing and beginning scanning skills. The fourth activity is "Frog and Fly" in which children have fun visually tracking the fly across the screen and making the frog catch it with a switch press. The simple yet colorful graphics and the added option of setting the scan speed for any number of seconds makes this program a good choice for young switch users.

New Frog and Fly

Introduction

An adapted activity using a Big Book, stuffed toys, and a simple switch provides children with a means of achieving developmental skills, related to communication, beginning scanning skills, fine motor, and aspects of cognition.

Materials

- Computer with color monitor
- *New Frog and Fly*
- Switch Interface
- Switch
- *Jump, Frog, Jump!* Big Book version (Kalan, R.)
- Display board made from foam core board (20" X 16") and Tempo material
- Toy stuffed frog and a fly with male Velcro attached to the backs
- Toy frogs for each child in the group
- Brightly colored yarn

Ahead of Time

Create a display board with a low pile material such as "Tempo" glued to the board. Let it dry. If unable to locate a stuffed frog or fly create one from leftover Tempo material. Attach male Velcro to the back of the stuffed frog and fly.

If the switch interface is not attached to the computer, connect the input box and switch. Boot the software program. Arrange the computer center so all children can gather around the computer monitor. If having the computer turned on will distract the children, place a sheet or computer cover on the monitor until ready to use.

Introductory Activity

- Gather the children in the reading center. Give each child a toy frog. Read the Big Book, *Jump, Frog, Jump* to the children. Encourage them to manipulate the toy while the story is being read.
- Ask each child to find the frog on the display board and pick or pull the frog from the board. If the child is physically able, ask him to place the frog above or below the fly. Talk about why a frog would catch a fly and how. To take it a step further, use the brightly colored yarn to show how the frog's tongue would catch the fly.
- Play a game with a stuffed frog, fly, or puppet. Hide a puppet out of the child's visual field and place a toy or object in front of the child within the child's arm's reach. Ask the child to watch for the puppet and give the puppet the object before the puppet disappears. As the child gains coordination, the puppet's movements can become progressively faster.
- Have children stop and start various classroom activities by pressing the switch. The switch could be connected to a bell or battery operated tape player to make a sound or music so other children can hear the signals better.

Computer Activity

- Bring the children to the computer center. If the monitor is covered, take off the computer cover or sheet. Activate the switch to demonstrate to the children how the program operates. Follow the horizontal movement of the object with your finger until it is partially across the screen, then press the switch again to stop the fly. Describe what you are doing as you demonstrate each step to the children. When using *New Frog and Fly,* follow the movement downward with your finger as the fly drops quickly vertically.
- Encourage the children to take turns pressing the switch to start the action. While watching the monitor, the child can press the switch again when he/she sees the object appear at the top of the screen. Verbally reinforce the child by describing what the child is doing. As children take turns, see if they can catch or (tickle) the fly with the frog's tongue. If some children are unable to do this, encourage modeling from the other children.
- Tell the child that he can start the program whenever he is ready if having difficulty pressing the switch at the appropriate time. Explain that he is to stop the fly before it moves across the screen so the frog can eat. If the child misses pressing the switch, encourage her to press the switch to bring the fly back. The fly's movement will slow down after a switch press is missed.
- Demonstrate pressing the switch at the appropriate time and provide physical assistance if needed. When the child begins to realize the effects of his actions, switch pressing should become more intentional.

Extended Activity

- Read *Jump Frog Jump*. Predict with children what object or person will try to catch the frog next by looking at the illustrations. Also, encourage children to repeat the words, "Jump, Frog, Jump " when it appears in the story!
- Design activities around other parts of *New Frog and Fly* to encourage cognitive and switch pressing skills. "Feed the Frog" reinforces causality concepts with the frog catching the fly with each switch press.

Summary

Many activities can be designed around this updated version of the popular *Frog and Fly* program. For Apple users these activities can be done with the Apple Public Domain Program, *Frog and Fly*, a switch input box, and a switch. No matter what Macintosh computer system is used, this timeless program can help children develop a variety of skills.

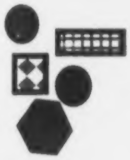
New Frog and Fly

CURRICULUM INTEGRATION IDEAS

Art

- Place an aquarium with frog on art table. Observe and draw frogs.
- Draw pictures of insects. Glue pieces of old jewelry together to create frogs and insects, or a pond full of creatures.
- Draw and color a frog, fly, fish, snake, or turtle.

Blocks/Manipulatives



- Build a pond setting from blocks.
- Label the places where frogs live.
- Make a pond and add all of the elements of the story in the water table.

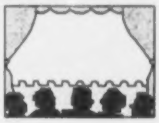
Construction

- Create a pond environment with butcher block paper and crayons so that children can explore the movements of frogs and insects on water.
- Add other objects and creatures to the pond.
- Make a Bulletin Board - "Jump, Frog Jump" or mural that retells the story.

Cooking/Snacks

- Explore what animals eat and how they obtain their food. Serve snacks animals might eat: nuts, berries, raw vegetables, fresh fruit, and grain products.
- Design snacks from a variety of small foods to resemble insects, such as Ants on a log - celery with peanut butter and raisins.

Dramatic Play



- Imitate how various animals move in their environment.
- Dramatize the story with puppets and toys, including a frog puppet so the children can imitate the story.

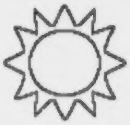
Group/Individual Story Experiences

- Pick out sounds from the animal video.
- Listen for animal sounds on the field trip to the pond.
- Jump or move like frogs (if unable to do this, vocalize frog sounds) along with the story as it is read.

Music and Movement

- Sing and use props with "I Know An Old Woman Who Swallowed a Fly."
  Put a mouth on a jar to represent the old woman, have each child put a toy animal/insect in the jar as they sing about it -- such as putting a fly in the jar when they sing, "I know an old woman who swallowed a fly..."
- "Bugs Bugs, Bugs little bugs, thin bugs, fat. Creepy crawling, creepy crawling just like that! Black bugs, brown bugs, green bugs too. Creeping, crawling, leaping, jumping right past you!"

Outdoor Play/Motor



- Create the story through movement.
- Play leap frog.
- Play "catch the frog" as the children hop.

Science/Math

- Count how many times the frog escapes in the story.
- Jump like frogs: Measure children's jumps and compare measurements.
- Discuss how muscles and bones help us move.
- Create a pond habitat.
- Learn about how much food a frog, snake, or fish needs. Have actual paper flies, fish, and snakes to measure.

Sensory

- Listen for animal sounds in the school or home environment.
- Listen to a tape of animal sounds.

Literacy Links

- Create stories with a cumulative pattern.
- Make a list of insects you think frogs would eat.
- Explore other books with cumulating patterns like *The Napping House* (Wood, A.).

Related Books, Poems, Stories

- *Chickens Aren't the Only Ones* (Heller, R.)
- *Can I Keep Him?* (Kellogg, S.)
- *Pet Bugs: A Kid's Guide to Catching and Keeping Catchable Insects* (Kneidel, S.)
- *Why Can't I Fly?* (Brown, K.)

Related Software

- *Five Green and Speckled Frogs*
- *Press to Play - "Animals"*

Extensions Beyond Classroom

- Take a field trip to a local pond to observe the frogs.
- Invite a bug collector to show and talk about bugs.

Family Connections

- Ask children to bring in their favorite stuffed animal from home. Use the stuffed animal to read along with the story.
- Have the animals tell the story.
- Send home the story in an activity bag.

Pippi Longstocking

Publisher

Ahead Media AB

System Requirements

Macintosh

- Macintosh LC or later
- System 7.0
- 2.5 MB RAM
- CD-ROM drive
- Color monitor

Other PC

- Not available at this time.

Optional

- External Speaker
- Switch interface/switches

Software Description

Astrid Lindgren's Pippi Longstocking character has been wonderfully captured on this CD-ROM. Children can listen and enjoy several stories by using the mouse or a switch. This program can be read in English, Spanish, Swedish, Dutch, French, or Japanese. Text can be displayed or omitted. Switch options allow for simple switch or two switch input (each switch would cause a different action). The user can go forward or backward on any page of the story at anytime. Activities can easily be selected for interaction. When children explore Pippi's house, they can be entertained by music, be challenged with a puzzle, read a story, have the opportunity to change Pippi's outfit, or find a silly surprise.

Pippi Longstocking

Introduction

Pippi quickly makes a point that she is different and unique, but not in a way that she alienates friends. Even though Pippi's experiences seem extravagant or eccentric, she's a magnet for popular adventures.

Through the use of the program and book, children can compare their individual experiences with those of the storybook characters. Children are likely to discuss personal experiences as they relate to the software activities. Pippi's adventures may evoke conversations about each child's own home, community, neighborhood, travels, dreams, interests, and special abilities.

Materials

- Computer with color monitor
- *Pippi Longstocking*

Ahead of Time

Create a Villa Villakulla Village in the classroom. Enclose desks, and/or tables with cardboard boxes to form a circle. Create a banner which reads, "Villa Villakulla" or ask the children to color a sign with the name "Villa Villakulla Village." Designate part of the cardboard boxes as an area on which children can color or draw. On a desk top, create a simple stove top. Cover the desk with paper and draw stove burners with a timer and controls. Place cooking utensils with plastic eggs on the stove.

Introductory Activity

Model for children a story that is a fantasy. Model a story that is real. Ask children to tell a larger than life story full of exaggerations. Record the stories on chart paper. Make the stories into big books.

Computer Activity

- Gather children in the computer center for story time. Select the Pippi story about pancakes from the attic screen. Encourage children to assist turning the pages of the story (either with a switch or mouse). During the story, ask questions such as: *What happens to his hair?, What did Pippi do with the spoon?, Watch Mr. Nilsson. What did he do?*
- Have children freely explore the Pippi program during computer time.

Extended Activity

- Make cardboard pancakes and bowls as a center activity. The children can draw designs on them. Assist the children if needed, in writing their names on the pancakes.
- Ask the children to get bowls and pancakes and stand in a designated area of the classroom. Collect all of the pancakes from the children who stand in a line and hold their plates with two hands. The teacher, or a child, can take a spatula and randomly flip the cardboard pancakes in the air. Encourage children, *"See if you can catch a pancake!"* After all of the pancakes are flipped, ask the children to form a circle. Children can look to see whose pancake they caught. Don't tell them, see if they can guess. Hold up a pancake and ask, *"Whose pancake is this? "* After a child responds correctly, give the pancake to the owner. Continue doing this until all the children have their own pancakes.

- Designate a child to be the "Flipper" of pancakes. Set boundaries before the game. Some children might find this hard to do. Encourage children to flip one pancake at a time.
- Collect the children's pancakes. Randomly place the pancakes on the floor. Ask the children to find your pancakes with your name on it. After the children have found their pancakes, take them back to the carpet and decide whether children have correctly selected their pancakes.

Summary

This computer program is an excellent way to introduce children to the tall-tale genre in literature. It serves as a model for language learning and a springboard for many kinds of literacy-related activities. The language development of non-English speaking children is also supported by providing the narrative in Spanish, Swedish, Dutch, French, and Japanese.

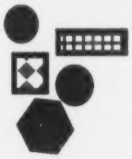
Pippi Longstocking

CURRICULUM INTEGRATION IDEAS

Art

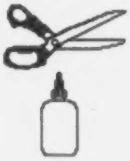
- Color or draw on cardboard boxes that represent Villa Villakulla.
- Draw Pippi from the Villa Villakulla Village.
- Ask children to draw their own house. Ask "Does your house look like Villakulla?"

Blocks/Manipulatives



- Build a Villa Villakulla Village with card board boxes. Create a banner from the computer to label the town.
- Hide Mr. Nilsson. Each day hide the monkey in different places within the cardboard town. Children can find Mr. Nilsson.

Construction



- Create and color cardboard pancakes and bowls. Place butter and syrup on the table. Ask the children what color syrup and butter is. See if they can select a marker the same color as syrup or butter to color their pancakes. After the children have colored their bowls, staple the paper together to form a bowl shape.

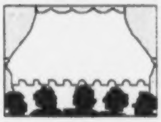
Cooking/Snacks

- Make pancakes during snack time. Ask children to hold their plates out to catch a pancake. Flip a pancake into the child's plate. CAUTION: Expect to lose some pancakes on the floor.
- Make Pippi's Peppakakor Cookies 1/2 cup molasses, 1/2 cup white sugar, 1/2 cup butter, 2 1/2 cups sifted flour, 1 beaten egg, 2 tsp. cinnamon, 1 tsp. ginger, 1/4 tsp. baking soda, 1/4 tsp. salt. Directions: Over medium heat cook molasses until it boils. Add sugar & butter until melted. Remove sugar, butter, & molasses from heat. Cool. In large bowl, stir in egg to molasses mixture. In second bowl combine all other ingredients. Gradually stir dry ingredients into molasses mixture. Cover bowl and chill for several hours. Divide dough into balls. Use cookie cutters to cut the lightly floured balls into different shapes. Bake for 6-8 minutes at 350°.

Group/Individual Story Experiences

- Ask children to imagine what they would do if they were all alone at home - make a class book entitled, "If I Were Home Alone ..." and the children can dictate what they would do and then illustrate.

Dramatic Play



- Leave plastic play eggs in the kitchen area. Encourage children to make pancakes with eggs.
- Add a monkey and girl/boy puppet for Pippi, Mr. Nilsson, Tommy, and Annika.

Music and Movement

- Create a "Pancake Rap" song with the children.
- Play pretend or silly instruments from classroom objects as a band.

Outdoor Play/Motor

- Hide items for the children to find outside.
- Play "Tag with Policemen." Some children will be police and others will be Pippi.

Science/Math

- Laminate colored pancakes for a pancake sort. Children can sort according to color and size.
- Count gold coins.
- Sort coins of different colors.

Sensory

- Dress Pippi. Have clothing of different textures, as well as simple buttoning, snaps, and zippers.
- Dress Mr. Nilsson (same as above) with blue pants, yellow jacket, and white hat.

Literacy Links

- Print characters from the story so children can create their own stories with the same characters.
- Make a book "About Me" which contains photos drawings and writings which express each child's individuality.

Related Books, Poems, Stories

- Read other books by Astrid Lindgren such as: *Lotta's Bike*.

Related Software

- *Just Me and My Mom*
- *Just Grandma and Me*
- *Just Me and My Dad*
- *HyperStudio*

Extensions Beyond Classroom

- Visit the zoo. Observe the monkeys. Ask children to pick out a monkey that they think is Mr. Nilsson.

Family Connections

- Send an activity bag home. Include a Pippi book and two or three activities that the children can do with family members.
- Ask families to send photos and other items for a book about their child.

Playskool Puzzles

Publisher

Hasbro Interactive

System Requirements

Macintosh

- Macintosh System 7.0 or higher
- 68030 Processor/25 MHz or better
- 8 MB of RAM
- Double speed CD-ROM drive
- Color monitor

Other PC

- IBM compatible 486 DX/33 MHz or better
- Windows 3.1 or Windows 95
- 8 MB of RAM
- Double speed CD-ROM drive
- Super VGA color monitor
- Sound card

Optional

- Printer
- External Speakers
- Microphone

Software Description

Draw it, cut it up, and put it together again to see a puzzle come to life. Making a puzzle is fun with *Playskool Puzzles*. This program is loaded with fun sounds, music, and animation. Children can choose from the following main menu items: "Explore It," "Puzzle Maker," "Connect the Dots," "Jigsaw," and "Mix and Match." Each of the activities uses a variety of tools such as a hammer, hand saw, wrench, circular saw blade, needle and thread, vacuum sweeper, and/or drawing tools which provide many opportunities for creative expression. Three levels of play are available to meet the needs of individual children. In the easy level, children are given puzzles that have 3-5 pieces; a small number of dots to connect; and dot labels that begin with 1 or A. In the medium level, children are given puzzles that have six to nine pieces; more dots to connect; and dot labels that begin with numbers and letters other than 1 or A. In the hardest level, children are offered more challenging puzzles that have 10-15 puzzle pieces or more dots to connect. To complete the puzzle, the orientation of the puzzle pieces must be rotated. Also, the hardest level does not show a minute image of the completed puzzle.

"Explore It" provides a variety of familiar scenes which have missing parts. Selections include the park, beach, farm, or house. Parts of the scene are missing and children use shapes and context as clues to fit the pieces in the puzzle. When children click on images on the completed puzzle, it expands into another puzzle. Children can move through several layers. In the "Puzzle Maker" children create and alter puzzles with coloring tools, stamps, and cutting tools (hand saw, circular saw blade, or hammer). The new puzzles produce enjoyable animation and sound when put together. In the next activity, children create pictures by connecting dots in the appropriate order using a needle and thread, hammer and nails, or wrench and nuts (complete with sound effects). Children select their dot labels (123, abc, or ABC). "Connect the Dots" also offers a surprise button; the computer selects the tool and dot label combination. When dots are connected and the picture completed, the Toolbox appears, and children can play with the image. Choose a puzzle in the "Jigsaw" activity and watch the whirlwind blow the puzzle into pieces. Click and drag with the mouse to move puzzle pieces together. When assembly of the puzzle is completed, the name of the object appears and the word is spoken. The puzzle also has animation and sound. In "Mix and Match," children mix and match body parts to create silly characters that animate and talk. Character pictures, such as Dracula's head on a cowgirl torso with clown legs and feet, can be decorated using the Toolbox.

Opportunities for the children to color, erase, vacuum, restore, and print their creations are provided by the Toolbox found in the program. The program features a puzzle activity pull-down menu with icons for fast and easy switches between activities. There are four print options: coloring book, coloring book with puzzle piece outlines, color picture, and color picture with puzzle piece outlines. The Printer icon can be found throughout program in the Toolbox. The program has a "Save" feature.

Playskool Puzzles

Introduction

Children love a challenge. When faced with a puzzle, their hands and minds come alive as they try to figure out how the pieces fit together. *Playskool Puzzles* gives children the opportunity to use various tools such as a hammer, needle, saw, and vacuum cleaner while interacting with the different puzzle activities. The program offers a variety of experiences for problem solving and making choices: Which tool do I use? How do I fit the pieces together? Where do I get color for my picture? Many more problem solving situations are presented while children are creating and expressing themselves. Building on the theme of tools used in the program, a teacher can extend the idea of tool use to help children understand what tools are, how they are used, and why they are important. The following activities and those on the Curriculum Integration pages reflect the idea of using tools in our everyday life to do things from constructing a birdhouse with hammer and nails to mending a hole in fabric with needle and thread.

Materials

- Computer
- *Playskool Puzzles*
- A variety of puzzles to place in the manipulative center.
- Books about tools, construction, puzzles, creative design, and problem solving to display in the reading center.

Introductory Activity

Present children with a puzzle - in this case the pieces of a birdhouse. Children can build a simple birdhouse during circle time by fitting the pieces together and using tools to build. Materials for the birdhouse may be wood or another material. Place the pieces on the rug and introduce the tools needed to put the pieces together. Ask the children to guess what the pieces will make when they are put together. The children can make suggestions on how the pieces fit. The teacher can problem solve with the group to fit the pieces together correctly. Children can take turns using tools for construction. Finally, review the building process with the class and record directions for constructing the birdhouse.

Computer Activity

- Provide *Playskool Puzzles* software as a choice during free play. Children can view the program individually or in small groups. Ask the children some of the following questions while they view the program: *Why did you choose that tool? What does the tool do? What happens if you choose a different tool?*
- Conduct a small group activity using the "Connect the Dots" portion of the *Playskool Puzzles* program. Ask children to choose the wrench and see what happens as they connect the dots. Ask the group *"What do you think would happen if you choose another tool?"* Children can share their ideas. Ask a child to change the tool. Children can note changes. Ask children: *Does the puzzle look the same when you use a different tool? What else changed besides the tool?*

Extended Activity

- Print out several puzzles in the coloring book mode. Plac [illegible] puzzles in the writing area for children to color. Cut the puzzles out using different meth [illegible] cutting, tearing, cutting on the lines, or free form. Children can make their own puzzles and take them home.
- Design a puzzle using *Playskool Puzzles* or *Kid Pix Studio*. Children can draw their own scenes or make adaptations to already created puzzles. Print the pictures. Glue them to the back of a file folder or other heavy paper. Children can cut up the pieces.
- Make a quilt. Each child can create a square using cloth scraps and other sewing materials. The class can work together to sew the pieces of the quilt together.

Summary

Given opportunities to explore in *Playskool Puzzles*, children may take what they learn and apply it to other areas in the room. From sewing with a needle to sawing with a saw, children can explore the real tools from the program in the classroom. After using the software, children who don't normally use puzzles in the manipulative center might begin to investigate puzzles off the computer.

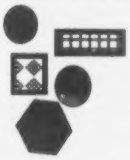
Playskool Puzzles

CURRICULUM INTEGRATION IDEAS

Art

- Design tools. Use a graphics program to design tools on the computer.
- Design and build tools from collage materials such as styrofoam, paper rolls, wood scraps, and aluminum foil.
- Provide a variety of drawing tools at the easel for creating pictures.

Blocks/Manipulatives



- Provide plastic canvas, large plastic needles, and yarn for children to experiment with needlework. Children can cross-stitch, embroider, and/or make up their own stitches.
- Provide a variety of puzzles for the children to choose from (e.g., wooden puzzles, jigsaw puzzles, computer generated puzzles, floor puzzles, and child-created puzzles).
- Build with wooden blocks.
- Provide lacing cards in the shape of different tools.
- Display a pegboard with hooks for hanging tools. Draw an outline around each tool. Children can place tools on the pegboard and match the shape.

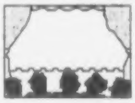
Construction

- Print puzzles from *Playskool Puzzles* software. Glue to posterboard and cut out. Cover puzzles pieces with clear contact paper.
- Design puzzles on the computer using a graphics program. Print puzzles on full sheet label pages. Place on cardboard and cut out puzzle pieces.
- Create puzzles from colored posterboard. Cut a shape. Divide shape piece into sections and cut out.
- Construct a birdhouse or bird feeder from 2-liter pop bottles.
- Construct simple birdhouses with a variety of materials (e.g., wood scraps, small nails, cardboard, popscicle sticks, tongue depressors, and duct tape) in the woodworking area.
- Cut out people, cartoons, and/or animals from magazines. Mix and match heads, bodies, and legs to make funny characters.

Cooking/Snacks

- Make pancakes. Drizzle the batter into tool shapes. Serve with butter and syrup.
- Talk about different kitchen tools and cook a snack using the various tools such as spatula, grater, hand egg beater, whisk, and vegetable peeler.
- Create Nuts and Bolts snack mix. Mix together pretzel sticks and Cheerios. Serve with cheese slices.
- Make peanut butter sandwiches. Cut individual sandwiches in fourths. Ask children to put the sandwich pieces together. Serve with milk.

Dramatic Play



- Create a workshop or tool shed. Use a toy workbench and tools. Add materials to build with so children can create. Place tool belts, tool aprons, overalls, safety goggles, work gloves, denim or khaki shirts, and work boots for work clothes.
- Set up a carpenter's shop. Place tools created in the construction center on a work bench and use saw horses. Use the work clothes prop box. Place scrap pieces of wood and cardboard. Make pretend saws from cardboard. Add glue

and tape for constructing doll furniture, birdhouses, or a playhouse.

- Supply plastic hangers and old clothes to hang up. Mix and match clothing.
- Set up a cleaning service. Supply housekeeping tools such as carpet sweepers, brooms, mops, buckets, and sponges.

Group/Individual Story Experiences

- Create a "Tools Around School" *HyperStudio* stack. Take the children on a tour of the school to identify tools. Use a digital camera to take pictures or scan photographs. Place pictures on cards. Children can dictate stories about the different tools found around school. Add sound and animation to cards.
- Create felt board with tool pieces. Ask children to pick a tool and place on the board. Children can discuss the different purposes of the tool and what they could make with the tool.
- Make a tool dictionary. Use a digital camera and photograph a variety of common tools. Children can write the definitions and label the photographs. Help children to put the tools in alphabetical order. Make a book or *HyperStudio* stack.

Music and Movement

- Make music using different tools.
- Build musical instruments from carpenter supplies (e.g., two wooden pieces, nuts and bolts in a container with lid, and various sizes PVC pipe and wooden dowel).
- Move creatively pretending to be various tools (e.g., hammer, jack hammer, power drill, chain saw, blender, or mixer) and make tool sounds.

Outdoor Play/Motor

- Rake leaves using a variety of sizes and types of rakes. After raking the leaves, play in them.
- Pick up sticks and twigs around the school grounds. Collect them in a wheelbarrow and/or wagon. Provide work gloves, rakes, and brooms for additional tools.
- Shovel snow using all kinds of shovels and other tools for removing snow such as a broom and scraper. Make snow bricks. Press snow into various sizes and shapes of tin pans. Use spatulas, wooden spoons, and/or plastic knifes, forks, and spoons to help shape snow.
- Prepare dirt for planting seeds using child sized tools. Plant seeds and nurture.
- Have a wheelbarrow race.

Science/Math

- Set up an activity for hammering nails. Place a tree stump with partially embedded nails in a work area. Children can wear safety goggles and use hammers to embed nails into the stump.
- Place assorted nuts and bolts in containers for matching, sorting, and putting together.
- Cover a piece of 8 x 11 inch board with nails. Use pieces of yarn to form designs and shapes.
- Experiment with mixing water and dish soap using different kitchen tools. Make predications about which tool will make the most bubbles. Conduct the experiment and chart results.
- Provide geoboards for children to make shapes and figures with rubber bands.

Sensory

- Fill the sand/water table with sawdust. Add a variety of toy tools and measuring containers.
- Play with wet and dry sawdust. Talk about the different textures of wet and dry.

- Make sawdust clay. Pound, cut, and mold clay. This recipe can be found in *Mudworks: Creative Clay, Dough, and Modeling Experiences* (Kohl, M.).
- Record the sounds made by various tools. Play a sound. Children can identify which tool made the sound.
- Make a *HyperStudio* card with various buttons containing tool sounds. Children can play with the sounds. Place a tape recorder by the computer and play music. Children can accompany the music with their tool sounds.

Literacy Links

- Name the carpenter's workshop and make a sign for the dramatic play area.
- Name the cleaning service and make a sign for the dramatic play area.
- Dictate stories about pictures created with drawing tools at the easel.
- Place tool names on the pegboard shapes and lacing cards.
- Name the tools children designed and record the descriptions.
- Make a storage container for puzzles made by the children. Children can name their puzzle and place it in the storage container.
- Display instructions for the construction of bird houses using 2-liter pop bottles.
- Create Thank You cards for classroom visitors.
- Make a title for the tool dictionary.

Related Books, Poems, Stories

- *Hammers and Mops, Pencils and Pots* (Kelley, T.)
- *Houses* (Carter, K.)
- *I Can be a Chef* (Tomchek, A.)
- *I Can Use Tools* (Kesselman-Turkel, J.)
- *Mrs. McDockerty's Knitting* (Martinez, R.)
- *My Very First Book of Tools* (Carle, E.)
- *Pretend Soup and Other Real Recipes* (Katzen, M. & Henderson, A.)
- *Tim and the Tool Chest* (Beim, J.)
- *Tools* (Morris, A.)
- *Tools* (Shone, V.)
- *Tool Book* (Gibbons, G.)
- *The Toolbox* (Rockwell, A.)
- *Who Uses This?* (Miller, M.)

Related Software

- *Big Job*
- *Busytown*
- *Crayola Art Studio*
- *Crayola Magic Wardrobe*
- *EA*Kids Art*
- *Gryphon Bricks*
- *Richard Scarry's How Things Work in Busytown*
- *I Spy*
- *Kid Pix Studio*
- *Preschool Success Starter*
- *Play-Doh Creations*
- *Tonka Construction*
- *The Way Things Work*

Extensions Beyond Classroom

- Visit a hardware store.
- Invite a carpenter, plumber, or mechanic to visit the classroom and share his/her craft.
- Visit the school cafeteria. Ask the cook to demonstrate the different kitchen tools used for cooking.
- Invite a parent or grandmother to visit the class and demonstrate knitting or other needlework.
- Demonstrate sewing. Invite a parent to demonstrate the different tools used for sewing clothes.

Family Connections

- Send a Polaroid camera (or disposable 35mm camera) home with children to photograph tools found at home. Create a slide show or *HyperStudio* stack of the tools found at home. Children can dictate stories about their tools from home. Print *HyperStudio* stack and make into a book to send home.
- Create a "Take-Home Bag" about tools. Place a book about tools in the bag. Ask parents and children to use a tool found in the home. Provide paper and markers for writing a story and/or drawing a picture of what they did.

Preschool Success Starter: Maggie's Farmyard Adventure

Publisher

Brøderbund

System Requirements

Macintosh

- Macintosh or Power PC Computer
- System 7.1 or greater
- 33 MHz 68040 processor or faster
- 16 MB RAM free for Power PC; 12 MB RAM for other
- Double speed CD-ROM drive
- 13" Color monitor or larger; 256 colors

Other PC

- 66 MHz 486 or faster
- Windows 3.1 or Windows 95
- 8 MB RAM required
- Double speed CD-ROM drive
- SVGA 640x480; 256 colors
- Windows compatible sound device required

Optional

- Printer
- External Speaker

Software Description

Have you seen Maggie's cat? Join Maggie in a new Living Book title as she searches for her cat in the farmyard. Along the way, you can play musical instruments in the kitchen, sing with grandpa, dress the scarecrow, sing "Old MacDonald" with the barnyard animals, feed the animals, and clap along with Maggie and her mom in the yard as you sing, "If You're Happy and You Know It." Find the hidden surprise in the barn at the end of the story when Maggie finds her cat. If you don't want to read the story, click on the activities or the song book. The song book contains several choices with animated words and musical songs that children will enjoy. So, if you're happy and you know it, play along.

Preschool Success Starter: Maggie's Farmyard Adventure

Introduction

Children love to explore their environment. *Maggie's Farmyard Adventure* offers the opportunity to explore the sounds found in the kitchen, see animals that can sometimes be found in the yard, hear the farmyard animals, and play in the barn that offers all of the experiences that some adults remember from childhood. Although Maggie's story contains animated comical adventures, children experience and hear the same types of sounds and activities at home. Stop and listen to all the noises in your kitchen from the children talking, the toaster popping, or the sound of glasses clinking together. Go outside and listen to the animals. Have you ever imagined what the animals are saying if only we could understand them? What about the elusive family pet that is hiding somewhere? Young children will enjoy playing and exploring the farmyard with Maggie.

Materials

- Computer
- *Preschool Success Starter: Maggie's Farmyard Adventure*
- Books about animals, the farm, and/or cats.

Introductory Activity

Arrange a field trip to a local farm and/or petting zoo. Before the class visits, chart the children's predications of what they might see and hear on their trip. On the way home lead a sing-a-long of "Old MacDonald Had a Farm."

Computer Activity

- Imitate farm animal sounds. Record the animal sounds the children are making or sounds from the software program. Listen to the sounds and identify which farm animal it is.
- Create a *HyperStudio* stack of animals and their sounds. Children explore the stack and identify the different animals. Add child-created animal pictures to the stack.

Extended Activity

- Provide a variety of musical instruments for the children to explore.
- Design and make musical instruments and/or noise makers.
- Search through the classroom to find objects that create noise. Ask children to describe the noises.

Summary

Young children have been provided opportunities to explore the farmyard environment in *Maggie's Farmyard Adventure*. Many of these adventures are experienced in children's activities at home. The software lets children revisit these experiences, from listening to sounds in the kitchen to going outside and listening to the animals.

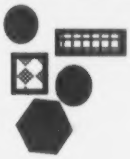
Preschool Success Starter: Maggie's Farmyard Adventure

CURRICULUM INTEGRATION IDEAS

Art

- Make a collage using farm materials such as corn husks and seeds.
- Provide a variety of materials in the art center so children can create their own animals.
- Paint with corn cobs and tempera paint. Provide large sheets of paper.

Blocks/Manipulatives



- Mold farm animals using home-made modeling clay or play dough.
- Build a farm using blocks. Provide small farm animals, toy machinery, trucks, cars, little people, and fences.
- Build animals using Legos or building blocks. Display them in the class "Farmyard" located in the dramatic play area.
- Display photographs of farms, farm equipment, crops, and farm workers.

Construction

- Cut large animal forms from refrigerator boxes. Attach forms on an outside fence or easel. Children can paint the animals. Display forms around the classroom.
- Make bales of hay to display with the animals. Decorate large pieces of cardboard with paint and pieces of real hay.
- Create farmyard animal puppets from scrap materials such as fur pieces, yarn, feathers, and pom poms.
- Design "songs" with words and rebus pictures. Children can find and cut out pictures that represent the words.

Cooking/Snacks

- Prepare and eat corn bread with the children.
- Make "Pigs in a Blanket" from rolled biscuits and mini-hot dog links. Children can roll up the hot dogs in a flattened biscuit. Bake and enjoy for snack.
- Mix milk shakes from skim milk and low-fat ice cream. Children can help add ingredients and mix the shake.
- Make ice cream in plastic baggies. (Recipe available through local 4-H office.)
- Prepare Dirt Pudding recipe for snack. Add gummy worms for an added surprise.

Dramatic Play

- Set up a farm stand or farmers' market using farm grown food donated by families. Provide dramatic play props such as farm clothes, straw hats, calculators, scales, play money, ticket pads, and baskets. Display farm pictures from magazines.
- Put different sound makers in the kitchen area.
- Build a "farmyard" environment in the classroom. Decorate the playhouse like a barn; cover with red mural paper. Add cardboard animals and hay bales. Make fences and add props (i.e. stuffed cat and kittens, milk pail, baskets).

Group/Individual Story Experiences

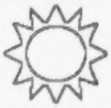
- Make a felt board for the story *Moo Moo, Brown Cow* (Wood, J.). Tell the story during circle time and then provide the felt board and pieces for children to retell the story in their own words.

- Read *Farm Noises* (Miller, J.) with the children. Provide the book and stuffed animals in the reading area for children to act out the story and make animal sounds.
- Create a puppet stage from a cardboard box. Use the animal puppets created by the children for a puppet show about animals. Children can make up their own plays about their favorite animal.

Music and Movement

- Play and dance to country music.
- Sing "The Farmer in the Dell" and play the game with the song.
- Listen to "The Children's Symphony" (by McDonald) which has the selection, "The Farmer in the Dell." Children can move to the music.
- Demonstrate square dancing. Children can dance to the music while making up their own square dances.
- Experiment with creative movement. Children can pretend to be various animals. Ask children to make the animal sound along with the movement.

Outdoor Play/Motor



- Create a farm on the playground. Some children can be animals, others can be farmers. Children can pretend to "run" the farm; planting crops, caring for livestock, or running equipment.
- Provide pedal tractors for the children to ride. Use cardboard pieces to decorate tricycles or big wheels like large farm equipment.
- Explore the sandbox. Provide items such as Little Tykes planting tools, plastic farm animals, and toy farm equipment.

Science/Math

- Create a mini-garden on the school grounds. Children can plant seeds and nurture their plants. Plants can be harvested when ready.
- Plant seeds in individual containers. Each child can plant a vegetable seed and water the plant. Children can watch the plant's growth cycle.
- Provide plastic animals for sorting. Children can sort by color, shape, or name.

Sensory

- Add corn kernels and/or dried beans to the sensory table. Children can explore the feel and texture of these items. Provide measuring tools, funnels, and other plastic toys.
- Experiment with the textures of corn. Let children touch and smell various corn products such as corn meal, corn on the cob, corn kernels, and popcorn.
- Place wheat products in the discovery area. Glue various wheat products to cards and seal with a top coat. Children can touch the different textures.
- Hide various stuffed animals in a paper bag. Children can reach in, touch the different objects, and guess which animal they are touching.

Literacy Links

- Label photographs of farm equipment displayed in the block area.
- Make a recipe chart for "Pigs in a Blanket" that the children can follow while cooking.
- Create a *HyperStudio* stack to illustrate how to make "Baggie Ice Cream." The children can follow the steps on the computer to make their own ice cream in a baggie, adding their own directions and/or pictures.
- Give the "farm stand" or "farmer's market," in the dramatic area a name. Make a sign for it. Children can also make open/closed signs, price tags, and sale signs.
- Make a chart of the "New Farm Words" the children have learned throughout the unit.

- Write a poem about favorite animals. Make the poems into a book. Children can title their poem book and illustrate. This would also make a wonderful *HyperStudio* stack.
- Chart the growth of children's plants.

Related Books, Poems, Stories

- *Farm Noises* (Miller, J.)
- *Farmyard Songs* (Morley, C.)
- *Heartland* (Siebert, D.)
- *It's a Perfect Day* (Pizer, A.)
- *Moo Moo, Brown Cow* (Wood, J.)
- *The Milk Makers* (Gibbons, G.)
- *Who Own's the Cow?* (Clements, A.)
- *Who Said Moo?* (Ziefert, H.)

Related Software

- *Big Job*
- *Fisher-Price Sing Alongs: Barnyard Rhythm and Moos (V 1)*
- *Richard Scarry's How Things Work in Busytown*
- *JumpStart Toddler*
- *The New Katie's Farm*
- *Kid Pix Studio*
- *Let's Explore the Farm with Buzzy*
- *The Playroom*
- *The Backyard*

Related Web Sites

- **Ag's Cool:** www.agr.state.nc.us/agschool/
- **Barnyard Buddies:** www.execpc.com/~byb/kidindx.html
- **Farm Safety 4 Just Kids:** www.fs4jk.org/
- **Farm School:** http://topaz.kenyon.edu/projects/farmschool/addins/farmschol.htm
- **Kids Farm:** www.kidsfarm.com/farm.htm
- **USDA-NASS Kids:** www.usda.gov/nass/nasskids/nasskids.htm

Extensions Beyond Classroom

- Invite a farmer to the classroom to talk to the children about the farm. The farmer can demonstrate various aspects of farm related chores. Ask the visitor to bring a farm animal.
- Explore farms around the world through various media: video, web sites, books. Discuss the differences between the farms in the U.S. and other countries. If you know a farmer that uses a different farming method, invite him to the class to share about his farm experience.
- Visit a farm implement store and take a tour of farm machinery.
- Visit a local grain elevator.
- Contact the local 4-H extension office and invite high school students to the classroom to share their 4-H animals.

Family Connections

- Create a "Farm Take Home Bag" with a video of the farm-related field trips, a photo album of farm experiences in the classroom, and an activity that the children and parents can explore together. Some parents may have a computer at home, so add a disk with the children's *HyperStudio* stack of "favorite animal poems."
- Develop a short play or program about animals with children. Create props, make up songs, and write the play. Send home computer-generated invitations created by the children. Use *Kid Pix Studio* or a computer card program, such as *Hallmark Connections Card Studio, Print Shop Deluxe,* or *American Greetings CreataCard Plus.* Work with the children to prepare refreshments to serve.
- Ask parents to send items from home for the "Farmer's Market."
- Invite families to share their farm experiences with the class through a classroom visit, photographs, video, letter, or e-mail.

Richard Scarry's How Things Work in Busytown

Publisher

Paramount Interactive

System Requirements

Macintosh

- Macintosh Computer
- System 7.0 or higher
- 4 MB of RAM
- CD-ROM Drive
- Color monitor

Other PC

- IBM or compatible with 33MHz PC Computer or faster
- Windows 3.1 or later
- MS DOS 3.3
- 4 MB of RAM
- CD-ROM Drive
- Color monitor
- Sound Blaster Card

Optional

- External Speaker

Software Description

Children have the opportunity to explore in *Richard Scarry's How Things Work in Busytown*. The program's focus is "how things work" together in a community. Children will interact with familiar characters such as Huckle Cat, Turnip Goat, Hilda Hippo, and Mrs. Sweepy. Mirroring real-life, the characters carry out several community activities.

Children travel to different work sites with Lowly Worm as their guide. Children are able to help grow crops, bake bread, recycle trash, or construct a new road. At each site the child starts the project at the beginning and can continue until the end. For example, if children choose growing crops, they will plow the field, plant the seed, and the sun and rain will help the plants grow. The child can then harvest the field and take the wheat to market. A few fun extras keep the child guessing! The program is designed to grow with children by offering an easy and advanced level within each site.

The interactive nature of the program creates a learning environment that offers children the opportunity to explore language, express creativity, and solve problems in models of real-world situations.

Richard Scarry's How Things Work in Busytown

Introduction

Richard Scarry's How Things Work in Busytown is a program that offers children the opportunity to experience the many ways a community works together. The activities all start with the "work" to be done. Recycling is a necessary part of most everyone's life and as we learn more about what can be recycled, we know that individual efforts can be combined with community efforts to make this a better place for us to live and work.

In *Richard Scarry's How Things Work in Busytown*, children can learn about and experience the importance of recycling. A child can drive the garbage truck and collect recyclable materials from the neighborhood. The child can then go to the recycling plant where plastic, paper, and metal can be sorted by the child into recycling bins. In the toy factory, the children take the materials, make parts, and assemble them into new toys. This software, combined with a variety of off-computer activities, helps children learn the many phases of community work.

Materials

- Computer
- *Richard Scarry's How Things Work in Busytown*
- Books about recycling to display in the reading area.

Introductory Activity

Read *Recycle!* (Gibbons, G.). At circle time display items that can be recycled. Ask children to identify and talk about each item. Ask about other items made from the same material. Discuss what materials are used for making plastic, glass, and aluminum. Children can find other items around the room that are made from recycled materials.

Computer Activity

- View and interact with *Richard Scarry's How Things Work in Busytown* software individually or in small groups during center time.
- Ask the children some of the following questions as they view the program: *What kinds of paper do you recycle at home? What else [illegible] you recycle at home? What kinds of things do you reuse at your house? How do you take care of recyclable items at home?*

Extended Activity

- Set up a recycling center in the classroom. Children can make bins (recycle cardboard boxes) and make labels (recycle paper) for different types of recyclables. Children can bring items from home and sort in the bins. Introduce children to the recycling symbol on items that can be recycled.
- Plan a Trash Walk in the community and collect recyclable items. Discuss and plan what steps are necessary to carry out the walk. For example: *What equipment or materials are needed? How long will the walk take?* Take along a camera (Video, QuickTake, or 35 mm) and take "before and after" pictures. Children can record their project on *HyperStudio* or make a slide show in *Kid Pix*.
- Create an art junk museum in the dramatic play area. Use various centers to help organize and plan activities. *ArtSpace* and *Aunt Ippy's Museum of Junk* can be used to introduce the

idea of a museum to display sculptures created from recyclable materials in the art center. Children will want to give their museum a name and make signs.

Summary

Richard Scarry's How Things Work in Busytown gives children the opportunity to experience the ways in which a community can work together to recycle. The program's theme lends itself well to many off-computer activities both in the classroom and in the community.

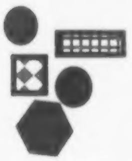
Richard Scarry's How Things Work in Busytown

CURRICULUM INTEGRATION IDEAS

Art

- Make paper from items found in the recycling paper bin.
- Create origami figures from paper.
- Provide glue, scissors, paint, pipe cleaners, and more for children to create things from the recyclable in the bins.

Blocks/Manipulatives



- Use recyclable materials to make props for the block area. For example, small milk cartons can be made into houses or other buildings; use small paper bags and stuff with newspaper to make soft blocks; egg cartons can be used for fences; toilet/paper towel rolls make silos tunnels.
- Make puzzles from old cards, posters or magazines. Use scrap cardboard for the backing.

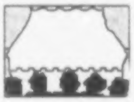
Construction

- Construct sculptures from recycled items.
- Make large cardboard boxes into recycling machines like those in Busytown.
- Use toilet paper, paper towels rolls, and tempera paint to decorate the machines.

Cooking/Snacks

- Eat foods that come in packages that can be recycled.
- Make snacks for parents when they visit the children's art junk museum.

Dramatic Play



- Set up the recycling center in the dramatic play area. Add other props like a wheel barrel, broom and dust pan, goggles, gloves, overalls, hats, and trash cans.
- Set up an art junk museum complete with gift shop and even a tearoom.

Group/Individual Story Experiences

- Read *Here Comes the Recycling Truck!* (Seltzer, M.) to the class.
- Act out being sanitation workers and collecting recyclable items from the neighborhood. Use chairs for the truck cab and bins for the back.

Music and Movement

- Create musical instruments out of recycled junk.
- Add recycled props to a creative movement exercise.

Outdoor Play/Motor

- Walk around the playground and pick up trash.
- Have a recycle bin relay run.
- Make an obstacle course from recyclable items.
- Have a scavenger hunt and look for recyclables.

Science/Math

- Sort, count, and chart recyclable items.
- Weigh recycled materials on a scale.
- Make a compost pile on the school grounds.
- Read *Dinosaurs to the Rescue!* (Brown, L.) and talk about ways to protect the planet.
- Grow a plant in the classroom to help keep the air cleaner.

Sensory

- Have a touch test of the different recyclable materials. Talk about the different textures.
- Fill the sand/water table with recyclable materials like milk jug lids or shredded paper.
- Make tools for the above activity from recyclables like scoops and flunnels from plastic bottles.

Literacy Links

- Chart the recycle song (from the software) on large paper. Sing the song during circle time. The CD-ROM can be played as an audio track in a regular CD-ROM player.
- Label recycle bins with words and pictures.
- Give the recycling center a name and make a sign.
- Make signs for the art museum.

Related Books, Poems, Stories

- *Aunt Ippy's Museum of Junk* (Greenblat, R.)
- *Dinosaurs to the Rescue!* (Brown, L.)
- *Here Comes the Recycling Truck* (Seltzer, M.)
- *It's My Earth, Too* (Krull, K)
- *Recycle!* (Gibbons, G.)
- *The Great Trash Bash* (Leedy, L.)

Related Software

- *ArtSpace*
- *Ozzie's World*
- *Sammy's Science House*

Extensions Beyond Classroom

- Visit a recycling center in your community.
- Invite the local recycling/garbage person to visit your classroom. Look at the recycling truck.
- Find out what your town is doing about recycling and help families to recycle their garbage.
- Donate old toys and other items not used at home or school to Goodwill or the Salvation Army instead of throwing them away.
- Ask community members to visit and talk about how recycling works in your town.

Family Connections

- Bring snacks from home that are in recycled packages. Add the packages to the recycling center.
- Save cans, milk jugs, and other items for recycling at home and bring to school for the recycling center.
- Invite parents to the art junk museum and let them visit the gift shop. Set up a hands-on room for parents to make their sculptures.
- Provide snacks in the tearoom.

Ruff's Bone

Publisher

Brøderbund

System Requirements

Macintosh

- Macintosh LC or later
- System 6.0 or higher
- 4 MB RAM
- CD-ROM drive
- Color monitor

Other PC

- IBM or compatible 386SX CPU or higher
- Windows 3.1 or higher
- 4 MB RAM
- CD-ROM Drive
- Color monitor

Optional

- External Speaker

Software Description

Ruff has lost his bone! Children help him find it by exploring Ruff's neighborhood, above and below ground, and as far out as outerspace. Ruff leads children on a merry chase looking for his bone. Upon finding Ruff's bone, the children help Ruff return home. Children can choose to hear the story read in either English or Spanish. There is also the option of having the story "Read to Me" or "Play with Me" while it is read. Each word of the story is highlighted as the story is read. Children can click a specific word to hear it again. Each page of this Living Book is very interactive with many hidden buttons for the children to explore. Children will discover that clicking the mouse on almost any object on the page will bring that object to life! This program encourages verbal and social interaction among two or more children at the computer.

Ruff's Bone

Introduction

Most children love animals, especially dogs. Children also are known for losing things. When Ruff loses his bone, the search begins. The children follow Ruff on his search for his lost bone.

Materials

- Computer with color monitor
- *Ruff's Bone*
- *Ruff's Bone* book (Noyes, E.)

Introductory Activity

- Read *Ruff's Bone* (Noyes, E.) to the children before the computer activity. Encourage the children to talk about their dogs. Leave the book in the reading center so that the children can read it on their own.
- Encourage children to take turns activating objects on the screen. Ask them to predict what their chosen object or character will do before pressing. Encourage the children to retell the story. *What is their favorite part? What happens in the end?*

Computer Activity

- Encourage the children to listen to the story being read. Explore the objects and characters on each page. When the child is finished exploring one page, she can turn the page to continue.
- Ask the children what is their favorite part of the story is and why.

Extended Activity

- Make a play board with figures from screen snapshots. Select several objects and characters from the program to print. Attach the figures to cardstock and laminate. Attach Velcro to each figure so that children can play with the objects and characters on a foam board. Encourage them to re-create Ruff's story or to create a new story about the dog and his bone.
- Have a scavenger hunt designed so that children search for a dog's bone in the classroom. Leave picture clues throughout the room to lead the children to the next spot. This activity can be conducted with individual children, small groups, or a large group.
- Talk about animal food. Ask children, *What do dogs eat besides bones? What do other pets eat?* Make "puppy chow" during snack time. Children can pretend to be dogs and try to eat without using their hands. Encourage the children to talk about foods their pets eat. If there are classroom pets, ask: *What do they eat? Could they eat bones?*
- Ask children, *Where do bones come from?* Explore a model or picture of a skeleton and encourage the children to talk about why we have bones and why so many. *How do our bones grow*? If possible, explore an animal's skeleton from a book, picture, or model. *How is it different from ours?*
- Make a Pet Album. Encourage families to send photographs from home of any house or outdoor pets. These pictures can then be shared as part of a unit on Pets. Encourage the children to talk about their pets. Put together a class book on pets.

- Encourage the children to draw pictures of their pets or other animals. Put the pictures together as a class book. The children can "write" or dictate a story on their page. Read the story together as a group. The book can then be sent home with each child to be shared with family members.

Summary

A story about a dog's search for his bone can be the basis for many classroom activities. Through exploration of bone structure, nutrition, and animal life, children's science knowledge will be enhanced. Family pictures of pets and children's drawing and writing are great foundations for class books to help increase awareness of the relationship between print and what the print represents.

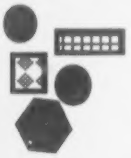
Ruff's Bone

CURRICULUM INTEGRATION IDEAS

Art

- Draw a pet or favorite animal with markers and water colors.
- Sculpt a pet or favorite animal from playdough or clay.

Blocks/Manipulatives



- Build a house using a variety of blocks and boxes for pets or stuffed animals.
- Build a petting zoo with plastic animals and blocks.
- Place animal props in block area.

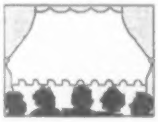
Construction

- Make doghouses with large boxes.
- Create birdfeeders using 2 liter plastic bottle, wire, paint, and stickers. Cut a large hole close to the bott of bottle. Children decorate w aints and stickers. Poke a hole through the lid and run wire for a hanging loop.
- Make scratching posts for cats.
- Create an obstacle course with tunnels for animals and children.
- Create animal puppets.
- Use peanut butter, pine cones and bird food to hang in trees during the winter for birds.

Cooking/Snacks

- Use bone-shaped cookie cutters to make cookies for snack.
- Make dog biscuits and take to an animal shelter.
- Make "People Puppy Chow." 1-12 oz. Crisp-X Cereal, 12 oz. semi-sweet chocolate chips, 1/2 cup margarine, 1 1/2 cups peanut butter, and 2 1/2 cups powdered sugar. Melt margarine, chocolate chips, and peanut butter in the microwave. Pour melted mixture with the powdered sugar over the cereal in a paper bag. Shake well. Store in air tight container.

Dramatic Play



- Have a scavenger hunt.
- Reenact the children's own stories.
- Make the dramatic play area a rocket ship using large boxes, (square, circular, cone shaped) d tape, cloth straps, chairs, and paint.

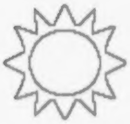
Group/Individual Story Experiences

- Create a version of *Ruff's Bone* with pets or pick an animal to be the main character.
- Read aloud to the children any of the *Henry and Mudge* stories (Rylant, C.).
- Reenact *Ruff's Bone* with props.
- Share stories about pets at home.

Music and Movement

- "BINGO"
- "Hey Diddle, Diddle"
- "How Much is That Doggy in the Window?"
- "Little Kittens"
- "Mary Had a Little Lamb"

Outdoor Play/Motor



- Pretend to walk dogs.
- Have a Pet Olympics - kids can pretend to be pets.
- Move like animals.
- Draw a path with sidewalk chalk for the children to follow as they pretend they are hunting for Ruff's bone. Place clues along the way.

Science/Math

- Care for a classroom pet.
- Graph the pets that children have.
- Bring in pets, weigh, and measure them.

Sensory

- Visit a petting zoo.
- Pretend to be animals and search for scents. Discuss sight vs. smell.
- Pet animals brought to class. Discuss and chart different kinds of fur, feathers, or skin.
- Fill sensory table with dirt or sand. Hide plastic dog bones. Add a variety of digging utensils.
- Display, touch and smell various dog biscuits and food. Discuss how some are small and large, rough and smooth, or hard and soft.

Literacy Links

- Label objects from software program on chart with words and pictures.
- Use rebus charts for recipes used in classroom.
- Make a map with symbols to find a bone.

Related Books, Poems, Stories

- *Baby Animals* (Brown, M. W.)
- *Good Dog Carl* (Day, A.)
- *McDuff Moves In* (Wells, R.)
- *The Mitten* (Brett, J.)
- *The Mud Pony* (Cohen, C.)
- *The Pokey Little Puppy* (Brown, M. W.)

Related Software

- *Franklin's Activity Center*
- *Harry and the Haunted House*
- *JumpStart Toddlers*
- *Kid Pix*

Extensions Beyond Classroom

- Visit a pet store.
- Visit a farm.
- Visit a petting zoo.
- Invite a veterinarian to talk about caring for animals.

Family Connections

- Bring in family animals.
- Send home a stuffed puppy or other animal with notebook. Ask parents and children to write what the puppy did while visiting.
- Ask families to work together and make a picture about their pet and tell stories about their pet.

Stellaluna

Publisher

Brøderbund

System Requirements

Macintosh:

- Macintosh
- System 7.0 or higher
- 8MB RAM
- CD-ROM drive
- Color monitor

Other PC

- IBM or compatible 486SX or higher
- Windows 3.1 or Windows 95
- 8MB RAM
- CD-ROM drive
- Super VGA(640x480,256 colors)
- Sound Blaster or SB Pro and 100% compatible sound cards

Optional

- External Speaker

Software Description

This Living Book software program based on Janel Cannon's book *Stellaluna* will warm the hearts of many children. The story is about a young fruit bat who is separated from his mother and cared for by a family of birds. Children have the option of hearing the story read to them or playing along in the story while it is read. Each word of the story is highlighted as the story is read. Children discover that clicking the mouse on almost any object on the page will bring that object to life. Children can also choose to reread the words on the page, in its entirety or word-by-word.

Stellaluna

Introduction

Through the use of the *Stellaluna* program children can explore their feelings of being lost, being cared for by others, being different, and belonging. The story provides many opportunities to explore topics related to science and bats and to babies and mothers.

Materials

- Computer
- *Stellaluna*
- *Stellaluna* book (Cannon, J.)

Introductory Activity

- Read *Stellaluna* together. Show the children the cover of the book and ask if they can identify the animal shown. Read the title and talk about who wrote and illustrated the book. Ask the children to listen to the story to find out what the animal does.
- Reread the story. Children can follow along with their copy of the story.
- Discuss favorite foods. Stellaluna loves fruit.
- Ask the children to share their favorite food.

Computer Activity

- Ask children to listen to *Stellaluna* on the CD-ROM through the "Read to Me" option. Children can predict what will happen before turning the page.
- Children can work independently using the "Let Me Play" option. In this section they can reveal many hot spots.

Extended Activity

- Invite children to change the ending of the story. For example: The mother bat meets the mother bird and they sit down for a cup of tea.
- Ask children to discuss the food and actions of a bat. Record children's responses on large sheets of chart paper.

Summary

The story of this baby bat and her bird friends helps children understand what makes families similar and different. Children can also learn facts rather than misconceptions about bats. Through the interactive nature of the program children can explore and learn about bats, birds, possible friendships and relationships.

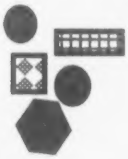
Stellaluna

CURRICULUM INTEGRATION IDEAS

Art

- Draw bats at the easel.
- Sculpt bats from clay.
- Paint with sponges shaped like fruit.

Blocks/Manipulatives



- Build Stellaluna from plastic pattern blocks.
- Hang hand-made bats in the classroom (on a play tree or a clothesline).
- Use blocks as forest, and fly "Stellaluna" or "birds" through the forest.

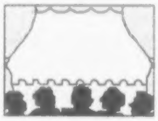
Construction

- Make paper airplanes to fly like bats. Decorate them to look like bats.
- Make bats from nylon, stuffed with cotton, suspend from ceiling.
- Construct a Mango Tree - "We're Friends - That's a Fact" for the bulletin board. Make a "Stellaluna" icon. Put pictures of the children on each "Stellaluna."
- Make paper bag puppets to illustrate the characters in the story.

Cooking/Snacks

- Make fresh fruit snacks: Slice or serve whole: apples, apricots, bananas, peaches, pears, or plums.
- Use dried fruits to make "Bat Fruit Mix of the Day."
- Serve two different choices for snack. One choice would be a fruit. During snack, ask children,"*What type of food would a fruit bat eat?*"

Dramatic Play

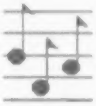


- Allow children to act out parts of the story.
- Tape record song lyrics from the software program. Dance and move along with the recording. Dress like bats.
- Sleep like bats.

Group/Individual Story Experiences

- Make a class Big Book. Create a fiction and non-fiction version.
- Make up a bat character that is unlike any other bat species.
- Act out *Stellaluna* for other classes.

Music and Movement



- Choose instruments such as bells, drums, rhythym sticks and play.
- Read story and assign an instrument to each character.
- Children can play an instrument (bang drum when Stellaluna falls - for fear) to go along with story.

Outdoor Play/Motor

- Hang up-side down from jungle gym with adult assistance.
- Flap around like a bat and dance.
- Blindfold children. Dance to music in a large open space.

Science/Math

- Name the shapes you see in the illustrations of *Stellaluna*.
- Have children measure and compare various objects in their surrounding area that have the equivalency of a bats wingspan.
- Sort different kinds of fruit like those Stellaluna ate in the nest.

Sensory

- Serve two of the same fruit, but serve one that is more ripe than the other. Children can conduct a taste test [illegible] qualify the difference.
- Close your eyes and listen as someone in the classroom flaps different items in the air. Try to identify what those objects are.
- Conduct a fruit test by having children blindfolding or closing their eyes, identify each fruit.

Literacy Links

- Invite children to illustrate new parts to the story
- List the ways birds and bats are the same and different.
- Display rebus chart for "Bat Fruit Mix" when children are making snack.
- Write puppet show for paper bag bats. Label parts of bat on a picture in the science area.

Related Books, Poems, Stories

- *Bat Time* (Horowitz, R.)
- *Bats* (Wood, L.)
- Copies of *Stellaluna* for children to read from the reading corner.
- *First Look at Bats* (Selsam, M.)
- *Have You Seen My Duckling?* (Tafuri, N.)
- *Have You Seen My Cat?* (Carle, E.)
- *Is Your Mama a Llama?* (Guarino, D.)

Related Software

- *Grandma and Me*
- *Me and My Dad*
- *Me and My Mom*
- *e Ugly Duckling*

Extensions Beyond Classroom

- Visit museums that exhibit bat profiles.
- Familiarize the children with special landmarks around the school or their home in the event they may be lost.

Family Connections

- Talk about what to do if you are separated from your family.
- Discuss what it is like to be cared for by someone other than your immediate family. Discuss how that care is different.
- Ask families to send dried fruit mixes for "bat food."
- Talk about how your family is different from another family.
- Ask families to create or buy a bat house to hang in the yard.
- Suggest that families watch the bats fly on a weekend at dusk.

Stone Soup

Publisher

William K. Bradford

System Requirements

Macintosh

- Macintosh
- System 6.0, 7 or higher
- 2MB of RAM
- Color monitor

Other PC

- Not available

Optional

- External Speaker
- Printer

Software Description

Stone Soup is an Explore-a-Classic program based on the popular children's story. Children can participate in a variety of activities. In the "Story Teller" section the child can read the computer version of *Stone Soup* or have someone read the story. The child can move characters around on the screen, placing them in different positions. Items can even be deleted if the child doesn't want them in the story. The "Activities" section has options of story ideas, puppets, a treasure hunt, recipes, and party invitations. Children use the "Explore-a-Story" word processor to retell the story or write one of their own. Instead of just writing directly on the scenes, children are given blank pages to continue their writing. The finished story and the art can be printed in color or black and white.

Stone Soup

Introduction

The story contains many theme topics including gardens, food production, helpfulness, cooking, sharing, and community. The story may remind students of times when they were tricked into doing something. Asking questions about tricks and themes may spur additional themes the children are interested in exploring.

Materials

- Computer
- *Stone Soup*
- *Stone Soup* book (McGovern, A.)
- Books about cooking and gardening, or books about tricksters.

Introductory Activity

- Read *Stone Soup* (McGovern, A.) with the children. Ask the children if soup can really be made from a stone. Discuss what stone soup really is. Record children's ideas.

Computer Activity

- Have children work alone or in pairs to arrange and rearrange the scenes in the software.
- Ask children questions such as, *Does this story remind you of something that happened to you?* and *What were you thinking about as you read the story? Why do you think the old woman made the soup?* Ask the children what prompted the old woman to be involved in making the soup. Children may respond by saying she was so curious and greedy that she couldn't keep her hands out of the pot.

Extended Activity

- Create a *HyperStudio* stack, "What is Stone Soup?" based on the children's ideas. Type children's words and have them illustrate their pages using the tool and color palette in *HyperStudio*.
- Take a nature walk and collect rocks. Have children create their own games using the rocks. Children can use their own ideas or provide board games to substitute rocks for playing pieces.
- Plant carrot seeds in small paper cups. Water the seeds and watch them grow. Transplant small carrot plants outside in a garden. When they are mature, harvest the carrots and taste.
- Make an invitation for a special person. Invite that special person to the class 'Stone Soup Party.' Children will make stone soup and display materials created during the unit. Boot the class-created *HyperStudio* stack, "What is Stone Soup?"

Summary

The program serves as an excellent vehicle for discussing children's personal experiences related to curiosity and greed. Children can create their own stories or change the original story to have different characters and endings.

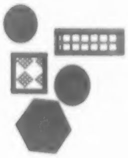
Stone Soup

CURRICULUM INTEGRATION IDEAS

Art

- Paint a picture of your favorite meal.
- Use pencil to draw a still life of vegetables.
- Construct a tissue collage of one of the scenes in the story.
- Paint with sponges shaped like carrot and potato halves.

Blocks/Manipulatives



- Build places where food comes from, such as supermarkets, farms, and bakeries.
- Place paper cups, straws, and index cards in the block area for labeling.

Construction

- Design a bulletin board for "Stone Soup."
- Create a seed collage.
- Cut out magazine pictures of stone soup ingredients. Glue pictures inside plastic bowls.

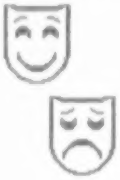
Cooking/Snacks

- Serve bread and butter, salt & pepper, carrots and onions at snack time.
- Eat raw vegetables and dip for snack.
- Make Stone Soup. Let the children help cut vegetables. Add beef broth and a clean stone.
- Cook vegetable soup in a crockpot with canned vegetables supplied by families, if possible.

Dramatic Play

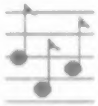
- Leave costumes for the young boy and the old woman in the dramatic play area.
- Set the table and serve stone soup to your friends.
- Put on a puppet show.
- Include empty containers of ingredients for soup in the kitchen area.

Group/Individual Story Experiences



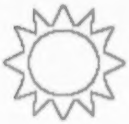
- Create a scenario where children can visit other classrooms collecting objects from each room.
- Play "Telephone" - one person tell the next, and so on -to re-enact what the villagers did to warn each other of the traveler looking for food.

Music and Movement



- Sing "As I was walking down the street" to the tune of "Rig-A-Jig-Jig." "As I was walking down the street, down the street, down the street, A little friend I went to meet, Hi-ho! Hi-ho! Hi-ho! Skip-ped-y-ski and away we go, a-way we go-, a-way we go and skip-pet-y skip and away we go. Hi-ho! Hi-ho! Hi-ho!"

Outdoor Play/Motor



- Play vegetable soup. Children choose a vegetable name. When their name is called out, they jump in soup.
- Make designs in the sand with rocks.
- Play hop scotch with your favorite rock.
- Go on a treasure hunt.

Science/Math

- Discuss how foods change when they are cooked.
- Discuss how matter changes when heat is added.
- Chart the cycle of a seed. Discuss the factors that affect its growth.

Sensory

- Identify different foods by their texture and odor.
- Listen to each other tell stories about being tricked.

Literacy Links

- Read along with the story joining in on the cumulative patterns.
- Explore other versions of the same story, such as *Stone Soup* (Stewig, J.).
- Make a list of similarities and differences when comparing two versions of the story.
- Make invitations on the computer to send to friends for a Stone Soup supper.
- Write the Stone Soup recipe either on a rebus chart or on the computer.

Related Books, Poems, Stories

- *Eating the Alphabet* (Ehlert, L.)
- *Growing Vegetable Soup* (Ehlert, L.)
- *The Victory Garden Vegetable Alphabet Book* (Pallotta, J.)
- *Where Food Comes From* (Patent, D.)

Related Software

- *Forever Growing Garden*
- *Green Eggs and Ham*
- *The Backyard*
- *My First Incredible, Amazing Dictionary*
- *Let's Explore the Farm with Buzzy*
- Use *Storybook Weaver Deluxe* to write and illustration a new ending to *Stone Soup.*

Extensions Beyond Classroom

- Go on a stone finding adventure.
- Take canned soup to others in the community.
- Take computer printout of your work to someone in the nursing home. Read the story to them. Ask them to add something to the story.

Family Connections

- During meal time, talk about where the food came from and the "hands" that help prepare it.
- Grow a few seeds in egg cartons at home.
- Retell *Stone Soup* at home using props.
- Have families send canned vegetables for the classroom stone soup.
- Send home a "Stone Soup" recipe in the newsletter for parents and children to cook together.
- Talk about being hungry. Have a food drive, invite everyone to bring one or two canned foods then donate them to a food pantry.

Storytime Tales

Publisher

Don Johnston Inc.

System Requirements

Macintosh

- Macintosh LC or higher
- System 7 or 2 MB RAM with System 6.07/6.08
- 3-10 MB on hard drive
- Color monitor

Other PC

- Not available

Optional

- Switch(s)
- Switch Interface

Software Description

Storytime Tales includes three stories: "Forgetful's Secret," "Molly's Dirty Duds," and "Bobby, Bobby, What Did You Do?" As Forgetful tries to make a cake, he forgets simple tasks such as cracking an egg or pouring flour into the mixing bowl. In another story, Molly's clothes get dirty and are frequently washed, washed, washed in the washer. In the third story, Bobby gets all dirty and he takes frequent baths to get all clean. These stories emphasize everyday activities and contain predictable story lines and repetition. Input methods include single switch, TouchWindow, scanning buttons with a switch, mouse, and other adaptive input methods. Other options include scan speech, reading format (read once, or read twice and highlight), and scan speed. Young children can turn the pages of the story with the mouse, keyboard, or other device to hear a simple story and see actions being animated on the screen.

Storytime Tales "Forgetful's Secret"

Introduction

Many children enjoy birthday celebrations and the cakes that go with them. Some children help in the mixing and making of the cake. Children also enjoy reminding others what to do. In "Forgetful's Secret," children can remind Forgetful to crack the egg and pour the flour into the mixing bowl. Many learning opportunities are offered if the class decides to bake a cake to go along with the computer activity. Math concepts such as fractions are used in measuring ingredients. Literacy skills are developed as children follow a recipe on a rebus chart. Science takes place as children witness the transformation when dry ingredients are mixed with wet ingredients. Yet another transformation concept is learned through the baking process. Many different colors can be created for the frosting. Children can also learn manners and other social skills when celebrating at a birthday party.

Materials

- Computer with color monitor
- *Storytime Tales*
- Switch interface and switch

Ahead of Time

Place the input device in a stable position on the table. Open the program, *Storytime Tales,* and select "Forgetful's Secret." Select the input method under "Settings." Attach the input. If using Ke:nx, load the approriate set-up.

Introductory Activity

- Create a laminated book by making screen snapshots of the computer story. Read "Forgetful's Secret." Discuss why we need bowls when cooking. *What would happen if you baked a cake with an egg in its shell?* With the children, create a step-by-step rebus chart to be used later to make a cake.

Computer Activity

- Encourage the child to listen to the story being read on each page. After the auditory and visual cues are presented, encourage the child to press the switch to see and hear the next page of the story. Talk about each screen and draw the child's attention to the animation after the page is read.

Extended Activity

- Ask children to relate their cooking experiences. *Any similar to Forgetful's?* The book made in the Introductory Activity could also be used along with the software for activities following computer time.
- Invite the children to help bake a cake for snack. They can take turns adding the ingredients. Before adding the mix, ask them if it goes on the table or in the bowl. *Would it be the same cake if the mix was spread on the table? What do you need to do before adding the egg? What would happen if the egg was mixed in the way Forgetful did it? Would the cake be good?* This activity can be used for sequencing and problem solving skills. Children will love eating something they created.

- Have a birthday celebration during snack time. Since the product of Forgetful's baking experience is a birthday, have a cake baked for children to decorate. This can lead to talk about ages, and children's birthdays. Each child can contribute a design.
- Encourage the children to draw pictures of their friends and cake making experiences in school. Put the pictures together as a class book or scan them and make a *HyperStudio* stack. The children can "write" or dictate a story on their page. Read the story together as a group. The book can then be sent home with each child to be shared with family members.

Summary

A simple story about a forgetful bear can be used as the basis for a variety of activities which enhance sequencing, problem solving, literacy, and endless creativity. It can be especially suitable on a child's birthday, but will be enjoyed by all children the whole year. Birthday activities are a favorite with children and this story program provides an opportunity for children to expand their skills as they enjoy the computer experiences.

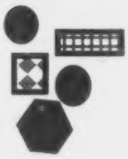
Storytime Tales "Forgetful's Secret"

CURRICULUM INTEGRATION IDEAS

Art

- Make a gift box for someone—family or friend.
- Decorate a picture fram for a photograph as a gift.
- Draw a picture of the cake.
- Make birthday cards on the computer.

Blocks/Manipulatives



- Display cake mix packages in the housekeeping area.
- Use peg boards and pegs to create a cake.

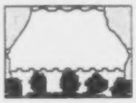
Construction

- Create cakes from play dough.
- Make cakes from plaster of paris. Paint and decorate.
- Use magazine pictures of eggs and other ingredients to make collage of what goes into a cake.

Cooking/Snacks

- Bake a cake or cupcakes from scratch.
- Decorate cake for someone's birthday.
- Create recipes and prepare them with adult guidance.

Dramatic Play

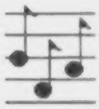


- Play with baking supplies, pans, spoons, and bowls in the dramatic play center.
- Have a pretend birthday party in the dramatic play area.
- Provide ballons, hats, streamers, confetti, and play cake.

Group/Individual Story Experiences

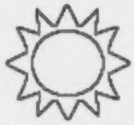
- Make a calendar with everyone's birthday on it.
- Make memory books about children's favorite birthday events.

Music and Movement



- "Happy Birthday"
- "If I Knew You Were Coming I Would Bake You a Cake" (Raffi)
- Look for traditional cake walk music at the local library.

Outdoor Play/Motor



- Have a cake walk.
- Stir ingredients for the cake.
- Decorate the cake.
- Play Birthday games, such as "Pin the Tail on the Donkey."

Science/Math

- Measure ingredients for cake.
- Weigh ingredients before baking and weigh cake after baking.
- Graph children's preferences for different recipes.

Sensory

- Add flavorings to the cakes (cocoa, vanilla, peppermint, lemon, almond) and discuss the smells.
- Smell the cake as it bakes.
- Make a cake at the sand table.

Literacy Links

- Make rebus chart with cake recipes.
- Create cards and/or gift tags.
- Label ingredients for cake.
- Make recipe cards.
- Make a cookbook of invented recipes.
- Display words for "Happy Birthday" song.

Related Books, Poems, Stories

- *A Birthday Present for Mama* (Lorian, N.)
- *Bear's Bakery* (Hussey, L.)
- *Don't Wake up Mama: Another Five Little Monkeys Story* (Christelow, E.)
- *Hedgehog Bakes a Cake* (MacDonald, M.)
- *Mooncake* (Asch, F.)
- *My Birthday Party* (Miller, M.)

Related Software

- *A Silly Noisy House*
- *Arthur's Birthday*
- *Fatty Bear's Birthday Surprise*
- *Kid Pix*
- *Reader Rabbit's Getting Ready for Letters*

Extensions Beyond Classroom

- Take baked cupcakes or cakes to a nursing home.
- Visit a bakery or the bakery section of a grocery store.

Family Connections

- Ask parents to shop with the child for cake ingredients.
- Bake a cake with the child at home.
- Have a cake walk during family night at school.
- Read the book of Forgetful's Secrets made from the computer program.

The Backyard

Publisher

Brøderbund

System Requirements

Macintosh

- Macintosh
- System 6.0.7 or higher
- Color monitor

Other PC

- IBM or compatible computer
- Windows 95 or later
- Color monitor

Optional

- External Speaker
- Printer

Software Description

If you are looking for adventure, just look in *The Backyard!* This software by Brøderbund provides familiar adventures found in your own backyard and some adventures that are not so common. *The Backyard* is full of mysteries that provide entertainment and education. Exploration in the backyard reveals a fence that plays music, ants that play volleyball, a plane that paints clouds, and many other surprises.

The program is created for children ages 3-6 years old. Its icons are familiar objects found in backyard activities. Two characters named Ginger and Pepper serve as guides through the backyard.

No matter where you click the mouse, something interesting is going on. Clicking the sandbox offers an opportunity to find buried treasure. Choosing the pumpkin provides choices for creating pumpkin faces from garden vegetables. The animal cookie box is full of animals that children can build and rebuild, while the sticker book shows different animals and their habitats. Slip through the hole in the picnic table and you find yourself playing a board game where the object is to put the animal back together again.

The Backyard

Introduction

Children can dig, explore, create, identify and just have fun without leaving the backyard. A wide variety of activities provide children opportunities to explore ideas associated with science, social studies, math, and art. Within each activity, children are able to classify objects, sort, match, count, and problem solve. *The Backyard* scene takes on a more literal meaning as children familiarize themselves with characters and events that commonly occur in neighborhood yards. Many themes are presented that can stimulate conversations and generate classroom activities. Some suggested themes to explore through classroom curriculum are: animals, emotions, growing things, personal spaces, community spaces, and patterns found in sound and color.

Materials

- Computer
- *The Backyard*

Introductory Activity

- Set up theme-related learning centers in the classroom: sand table, garden area, and children's pool. Gather appropriate materials for each center.
- Ask children to give examples of things in their backyard.

Computer Activity

- Open an informal discussion about the program. Introduce the program by talking about the setting and the possible options for play.
- Prepare a mock blueprint of the program. Ask children to draw on the blueprint showing their favorite section of the software. Ask them to tell about their drawing.

Extended Activity

- Create chants to capture the movement sequences prompted by the musical lyrics of the program.
- Create a dance by expanding the movement motifs of the scarecrow, vines growing, fish swimming, or equipment digging.
- Line one wall of the classroom with photographs of the children engaged in their favorite backyard activity.

Summary

The themes which are captured in *The Backyard* are so varied that children can learn about the way people show expression, grow things, and even draw maps. They can paint a fence and listen to it play a tune, or zip cloud puffs through the sky. All of this and much more will be accomplished without ever leaving their computer. This program will provide children the opportunity to problem solve, draw, count, create, and play with simple yet entertaining activities.

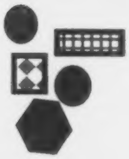
The Backyard

CURRICULUM INTEGRATION IDEAS

Art

- Make a mask. Paint it happy, sad, surprised, angry, disgusted, scared and quiet.
- Make a class scarecrow to set outside. Draw pictures of what happens to the scarecrow.
- Create a mural of the story including all the creatures and people in *The Backyard*.

Blocks/Manipulatives



- Use wood blocks in the sand box to build castles and houses.
- Draw a picture of a backyard using primary shapes. Fill the spaces in with pattern blocks.
- Build a fence in the block area using large cardboard blocks or shoe boxes.

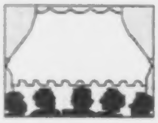
Construction

- Introduce children to the idea of "Establishing Your Own Space" as they draw and build maps of a backyard.
- Build small containers to catch and hold insects or worms.
- Create a bulletin board of a backyard using common elements in the classroom. Childen can draw a picture of themselves, cut it out, and put it where they'd like to be in the backyard.
- Construct a life-size scarecrow.

Cooking/Snacks

- Visit gardens and pick vegetables to eat.
- Plan an ice cream social at school.
- Visit apple, peach, and plum orchards and pick fruit to eat.
- Serve sunflower seeds.
- Bake pumpkin seeds for snack.

Dramatic Play



- Put on a play with characters and items found in yards.
- Pantomime growing foods in the garden.
- Create a puppet show that shows feelings.
- Pantomime hoeing a garden.

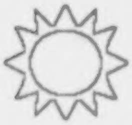
Group/Individual Story Experiences

- Gather a small group of children and talk about drawing faces.
- Make a variety of faces while looking in a large mirror.
- Talk about moods and feelings.
- Summarize responses on chart paper.
- Create a story about feelings.

Music and Movement

- "Five Little Pumpkins Sitting on a Shelf"
- "Head, Shoulders, Knees, and Toes"
- Play mood music.

Outdoor Play/Motor



- Use binoculars to bird watch.
- Dig in sand
- Create sand sculptures in the sand.
- Go on a feather and rock hunt in the school's backyard.
- Bury treasure in the sand.

Science/Math

- Set up a child's pool outside. Test sink and float qualities among objects.
- Classify feathers and rocks.
- Count the number of rocks and feathers found outside.
- Compare rocks to feathers.
- Sort pumpkin seeds. Add scales for weighing and magnifying glass for exploration.
- Place two pumpkins in classroom, one near heating source and one in cool area. Observe deterioration and chart.

Sensory

- Learn the lyrics from the software program.
- Have another child describe your feelings by touching your face.
- Sit quietly outside with eyes closed. Think about all the sounds. Paint or record as many outside sounds as you remember.
- Cut open a pumpkin or squash. Let the children taste, smell, and touch.

Literacy Links

- Make a list of things found in backyards.
- Have child dictate several statements about a character from *The Backyard*.
- Encourage children to share their stories and illustrations with others.
- Compare how backyards are the same and different. Record answers on chart paper.

Related Books, Poems, Stories

- *Big Orange Splot* (Pinkwater, D.)
- *Feelings* (Aliki)
- *How a Seed Grows* (Jordan, J.)
- *Jack and the Beanstalk* (Kellogg, S.)
- *Our Yard is Full of Birds* (Rockwell, A.)
- *Science Fun With Peanuts and Popcorn* (Wyler, R.)
- *The Rose in My Garden* (Lobel, A.)

Related Software

- *EA*Kids Art Center*
- *Forever Growing Garden*
- *Kid Pix Studio*
- *Kid's World*
- *The Playroom*
- *Stanley's Sticker Stories*
- *Stellaluna*

Extensions Beyond Classroom

- Discuss how backyards are social boundaries for families.
- Discuss the idea that the whole earth is our backyard.
- Contact a local volunteer agency offering the classroom services to help clean up community areas.

Family Connections

- Ask parent to step off their backyard using the child's foot as the measurement.
- Put on a backyard play
- Invite parents to send flowers, fruits, or vegetables to school.
- Tell stories at home about your favorite backyard space.
- Share stories written at home about a favorite backyard area.

The Tortoise and the Hare

Publisher

Brøderbund

System Requirements

Macintosh

- Macintosh Computer
- System 6.07 or later
- 4 MB RAM
- CD-ROM drive
- Color monitor

Other PC

- IBM or compatible 386-SX or higher
- Windows 3.1 or later
- 4 MB RAM
- CD-ROM drive
- Color monitor
- Sound card

Optional

- External Speaker

Software Description

The Tortoise and the Hare, based on the Aesop Fable, keeps children entertained throughout the entire story with a variety of hotspots that make characters talk or animate. A flower will sing and dance, the woodpecker keeps beat with his beak, rocks play music, and a bridge becomes a rainbow. Everything the tortoise does is slow and contemplative while the hare moves quickly and carelessly through the story. The town cheers the characters on while the tortoise and the hare move through the town in their race to the finish line.

As in all Living Books, the words are highlighted as the story is read. Each page can be read again either in its entirety or word by word. "Read to Me" mode reads story with no interaction while "Play with Me" allows interaction with hot spots. There are also two language choices, English and Spanish. Another option is to choose what page to start on by selecting "Option" on the main page. This gives children the chance to begin where they previously ended. Reading skills grow with the child as they progress from simply hearing the story to following the text with their eyes to clicking the words individually from left to right to hear the text again. Children also enjoy using the hard copy book that comes with the program to follow along or share with a friend who is watching.

The Tortoise and the Hare

Introduction

Children often want to race and see who can get done with an activity first. *The Tortoise and the Hare* gives children the opportunity to observe how careful thought and diligence can help someone accomplish a goal that otherwise couldn't have been achieved. This program can give an insight into the feelings of others who might not do things the way we think they should be done.

Materials

- Computer
- *The Tortoise and the Hare*
- *The Tortoise and the Hare* book (Percy, G.)

Introductory Activity

Have a simple obstacle course set up in the room for children to use during center time. Include a stop watch for the children to time themselves or each other. A clipboard with paper and pencil can be available for the children to "record" the times of the obstacle course. (If the room is too small this could be done as a group activity in the gym.)

Computer Activity

- Encourage children to use *The Tortoise and the Hare* in a group or individually at the computer center.
- Listen to what the children discuss about the program as they explore it. Make appropriate comments while guiding them to places they may not have experienced yet.

Extended Activity

- Invite children to develop their own obstacle course. Draw pictures of where different items might go or use small blocks and other items to build a miniature course that can be duplicated and enlarged for an outdoor activity.
- During center time develop an obstacle course as a class, discuss what kind of objects can be used effectively.

Summary

The Tortoise and the Hare gives children the opportunity to interact in an exciting race, with an unexpected finish. By integrating the software into the curriculum, children can relive the story experiences in their classroom.

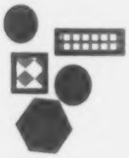
The Tortoise and the Hare

CURRICULUM INTEGRATION IDEAS

Art

- Use a variety of brushes and paints to create impressions of the story.
- Place turtle and rabbit cookie cutters, paint, and mural paper in the art center.

Blocks/Manipulatives



- Provide a variety of blocks and building objects for children to create miniature obstacle courses.
- Build a rabbit hutch for stuffed animals.

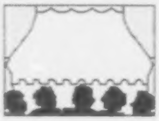
Construction

- Make obstacle course creations using tubes, small boxes, variety of adhesive products, paper, paint, markers and stickers.
- Make bunnies and turtles with marshmallows and raisins.

Cooking/Snacks

- Make granola bars or trail mix that a racer might eat during a race.
- Provide children with a sport bottle to use for their water.
- Serve sports drink at snack time.
- Make chocolate turtles.
- Serve bunny and turtle food, such as carrot sticks, celery, and lettuce.

Dramatic Play



- Provide prop box with racing shorts, tank tops, water bottle belt, racing numbers, racing flags, stop watches, and finish line tape.
- Use indoor play equipment that can be made into a variety of climbing toys and tunnels.

Group/Individual Story Experiences

- Read a variety of *Tortoise and the Hare* fables, discussing the differences in the stories.
- Use flannel board characters. Encourage children to manipulate the characters while telling the story.

Music and Movement

- Provide different objects such as oatmeal boxes, combs and wax paper, rubber bands and boxes, wooden blocks, pots and pans, or wooden spoons and washboards for the children to create music.
- Listen to different kinds of music: rap, classical, swing, barbershop quartet.

Outdoor Play/Motor

- Have fast/slow races. Alternate the speed of the race while with different movements.
- Experiment with the motions hop, skip, jump, spring, sprint, and lope (words found on the program).
- Create an obstacle course incorporating uphill, water, over, under, mud, and down into the course.
- Race until music stops (musical race).
- Stretch before racing.

Science/Math

- Grow a garden as a class.
- Plant seeds in cups using a variety of vegetables seeds.
- Discuss recycling. Collect soda cans as a class project.
- Explore the differences in rabbits and turtles: size, soft, hard, fast, slow.
- Release two or more bunnies in a safe area and measure how far they can jump or move. Discuss the differences between the two "races."

Sensory

- Fill sensory table with water and add plastic ducks, frogs, fish and flowers.
- Place water and dirt in sensory table offering the opportunity for children to make mud.

Literacy Links

- Make number signs for races and put in the prop box.
- Decorate fast and slow signs to use during races.
- Label obstacle courses.
- Chart favorite versions of *The Tortoise and the Hare*. Photocopy book covers, ask children to choose their favorite version andwrite their name on cover. Hang the book covers around the room.

Related Books, Poems, Stories

- *The Hare and the Tortoise* (Jones, C.)
- *The Tortoise and the Hare* (Percy, G.)
- *The Lamb Who Could: Featuring Aesop's the Tortoise and the Hare* (Lewis, S.)
- My *First Pop-Up Book of Fables: The Tortoise and the Hare* (Dijs, C.)

Related Software

- *Arthur's Reading Race*
- *Forever Growing Garden*
- *Imo and the King*
- *JumpStart Toddler*
- *Kid Pix*
- *Sammy's Science House*
- *Stanley's Sticker Stories*

Extensions Beyond Classroom

- Take a trip to the recycling plant to take the soda cans collected.
- Invite someone who races (running, bicycling, or swimming) to talk to children about what they have to do to get in shape for the race.
- Visit Junior or Senior high during track events or Physical Education.

Family Connections

- Invite parents in to talk about and demonstrate exercises they do and why.
- Have a Family Fitness Day. Serve healthy snacks and play active games and/or use the obstacle course created.

Thinkin' Things Collection 1

Publisher

Edmark

System Requirements

Macintosh

- Macintosh
- System 7.0.1 or higher
- 4 MB of RAM, 8 MB highly recommended for System 7.5
- CD-ROM drive
- Color monitor

Optional

- Microphone
- TouchWindow

Other PC

- IBM or compatible 33 MHz or faster recommended
- Windows 3.0, Windows 95 or later 486, Pentium or better processor
- 2 MB of ROM
- 8 MB of RAM
- CD-ROM drive
- Super VGA graphics, 640x480, 256 or more colors
- Compatible sound card

Software Description

Children are given many opportunities to utilize thinking skills and creativity as they go through the various parts of this program. Children can repeat the pattern of sounds that Oranga Banga drums up for them or create a rhythm of their own. For an even greater auditory challenge, the rhythm can be played in the dark. Children can visit the Fripple Shop where they are asked to find a Fripple for a customer. This activity gives children practice observing, comparing, contrasting, and recognizing relationships. Different levels can be set, from easy to more difficult. The "Feathered Friends" (What Comes Next) activity requires children to use critical thinking skills to build the missing bird while children learn about attributes, differences, patterns, and analogies. Another activity is "Toony Loon" where children create their own tunes on the wacky xylophone. Toony Loon's musical patterns can be repeated by the children using memory and musical skills in this fun activity. "Flying BLOX" activities provide chances to explore spatial relationships by controlling the motion of the shapes and the sounds. Both three-dimensional shapes and spheres are used when children construct moving art. "Grow Slides" is a feature which will automatically increase the level of difficulty in the activities as a child succeeds. A teacher or parent can track the child's progress and then change the level of difficulty. This program is one of young children's favorites.

Thinkin' Things Collection 1

Introduction

Thinkin' Things Collection 1 is a wonderful experience for young children to practice thinking skills in a non-threatening environment. Children's creativity is enhanced as they interact with Oranga Banga, Toony Loon, and the Fripples.

Materials

- Computer
- *Thinkin' Things Collection 1*
- Books in the library area that reinforce compare and contrast abilities, improve visual and auditory memory, strengthen creativity, strengthen ability to conceptualize and evaluate, and complete visual analogies.

Introductory Activity

- Prepare balloons and gather balls, large sponges, and other soft geometric shaped objects. Take children to the gym to toss the different objects back and forth. Play synthesized music as children play with the objects. Experiment with bouncing the objects off of a wall, ceiling, or floor.
- Gather an assortment of musical instruments. Play a series of instruments and ask the children to repeat the tune. Start with using only one or two instruments. As the children are successful, add more instruments in the series of sounds. Ask a child to play a tune for the other children to follow. Give each child a chance to repeat sound series and to play a tune for the others.

Computer Activity

- Provide children with the opportunity to view and interact with *Thinkin' Things Collection 1* software during free play. Children may interact with the software individually or in small groups. The computer may also be a choice for the children during other parts of the day like small group time.
- Question the children about their interaction with the software by asking open-ended questions and giving children time to reply.

Extended Activity

- Construct a Fripple shop using a large cardboard refrigerator box. Cut a doorway and window. Make shelves for the Fripples. Attach switches to the front of the cardboard and run wires to the back. Attach the switches to a battery interrupter and cassette player. Tape descriptions of the various Fripples children create to put on the shop shelves. Gather props such as a telephone, cash register, and Fripple Shop sign to add to the store. Make and decorate Fripples using lunch bags stuffed with newspaper. Store Fripples in a basket or box. Gather a small group of children in front of the shop. Read the sign and ask children what they think would be for sale in a Fripple Shop. Introduce the basket of fripples. Ask children to describe their Fripples and follow up on the child's comments to determine the attribute for the others to look for in the Fripple. Ask the child to put the Fripple on a shop shelf. Ask if anyone else has a Fripple with that same attribute and then place on the shelf next to the other Fripple. Repeat for each child.

- Make a flannel board with felt pieces of the feathered friends. Provide additional felt pieces: shoes, clothes, scarves, socks, and hats. Create background pieces like the hat making machine and/or the GO button. Children can manipulate the pieces and create their own feathered friends. They can also act out their own stories.
- Use *HyperStudio* software to create moving pictures. Children can draw pictures in *HyperStudio* using several tools for drawing. After the children have drawn individual pictures or made a group drawing, animate objects in the picture with the path animation feature. The object will then "fly" across the screen with the click of a button.

Summary

Children obtain skills in sorting and matching. When interacting with *Thinkin' Things* they look closer at Fripples to find similarities and differences among them. Children can explore musical talents and memory with the Oranga Banga band. Children of all ages have a great time playing with the program since it offers so many opportunities for creative thinking and expression.

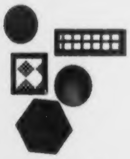
Thinkin' Things Collection 1

CURRICULUM INTEGRATION IDEAS

Art

- Create Fripples from a variety of materials (paper sacks, paper or tissue for stuffing, paint, cotton balls, yarn, glue, and other similar items). Decorate with collage materials of various textures and patterns.
- Use shape sponges in neon colored paint to make pictures on black construction paper.

Blocks/Manipulatives



- Use colored shape blocks.
- Utilize puzzles made from *Thinkin' Things* program.
- Provide Flexi Blocks.
- Use lacing blocks with a variety of shapes.

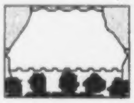
Construction

- Make musical instruments from a variety of materials.
- Create shape collages.
- Construct Fripple houses from shoe boxes.
- Make geometric shaped beads from clay. When dry, color and string for necklaces.

Cooking/Snacks

- Bake sugar cookies in irregular shapes and decorate with icings, sprinkles, twisters, M&M's, and candy corn to look like Fripples.
- Make trail mix with different shaped items. For example: Cheerios, Fruit Loops, Chex, Frosted Shredded Wheat, dried fruit pieces cut into triangles, M&M's, and mini-crackers.
- Spread banana slices with peanut butter and dip into granola cereal.

Dramatic Play



- Place the Fripple Shop constructed earlier in this area so children can play Fripple Shop using their own Fripples. Provide props such as a telephone, cash register, play money, old/broken fax machine, order forms, shopping bags, dress up clothes, wigs, hats, and sun glasses. Make a sign, "Fripples to Go" and attach to a wagon or shopping cart.
- Add props for Feathered Friends activity. Gather sets of hats, shoes, shirts, pants boas, feathered items, and socks. Children can then dress up and have their friend dress the same. You might provide a screen for children to dress behind and a big sign that says "GO." Also, a full length mirror would be great so children can compare their outfits and find differences.

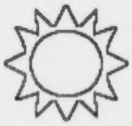
Group/Individual Story Experiences

- Write stories about Fripples created in the art center and make them into a book complete with illustrations.
- Make Fripple puppets and write a puppet show.

Music and Movement

- Sing the "This Old Fripple" to the tune of "This Old Man." "This Old Fripple, it has spots. It wears its hair tied up in knots. With a great big jump, it hops down to the floor, And rolls itself right out the door." (Expressive Arts, Macomb Projects). Let children create their own versions. Add hand and body motions so children can "really get into" the song.
- Place a variety of instruments in the music center for children to create their own band.
- Provide xylophones for making sounds.
- Experiment with the different sounds made by playing rubber bands, wooden logs, and glass jars.

Outdoor Play/Motor



- Provide an assortment of balls (different sizes and colors).
- Play with Superballs and watch them bounce.
- Provide a variety of hopping toys such as pogo stick, moon shoes, hoppity hop, mini-trampoline.

Science/Math

- Experiment with objects to see if they bounce. Graph how high objects bounce.
- Make pattern necklaces using colored macaroni.
- Sort shape blocks by color, size, and shape.
- Use play money to purchase Fripples. Children can make price tags and count change.
- Classify Fripples by attributes (curly hair, color of eyes, and no ears).
- Make cards of the Feathered Friends with snapshots of the birds in pairs. Glue one of each image on card stock and draw an outline for the matching bird. Cut out the other birds and laminate. Children can match the Feathered Friends. A variation would be to make patterns on the cards and leave one bird off. Children can choose the missing bird.

Sensory

- Use a touch and feel box with different textures like smooth, rough, bumpy, straight, or curly.
- Listen to instruments and identify.
- Fill the sensory table with dry pasta of different textures and colors.
- Provide dolls with different hair textures and let children feel and describe.

Literacy Links

- Make signs for the Fripple Shop including "Fripples to Go."
- Create cards listing attributes to look for in the Fripples.
- Make a chart and post with "This Old Fripple" song. Add new verses as the children create them.
- Name Fripples and label their Fripple home. Also, make up addresses for Fripple houses.
- Write orders for Fripples in the Fripple Shop.

Related Books, Poems, Stories

- *Blue Sea* (Kalan, R.)
- *Color Zoo* (Ehlert, L.)
- *Doodle Flute* (Pinkwater, D.)
- *Look! Look! Look!* (Hoban, T.)
- *Snake In, Snake Out* (Banchek, L.)
- *The Alphabet Symphony: An ABC Book* (McMillan, B.)
- *The Philharmonic Gets Dressed* (Kuskin, K.)
- *What is it?* (Hoban, T.)
- *Zoom* (Banyai, I.)

Related Software

- *EA Kids Art Center*
- *HyperStudio*
- *JumpStart Toddlers*
- *Kid Pix Studio*
- *Millie's Math House*
- *Thinkin' Things Collection 2*

Extensions Beyond Classroom

- Visit a toy store.
- Take a field trip to the high school's band class.

Family Connections

- Invite parents to share musical talents with the class.
- Invite children to share musical talents or interests.
- Bring items from home to make musical instruments such as oatmeal boxes, shoe boxes, rubber bands, sandpaper, and blocks of wood.
- Attend a musical play or concert as a family. Note how the musicians play their instruments.

CHAPTER FIVE
Curriculum Activities with Tool and Graphic Software

Crayola Make a Masterpiece

Publisher

IBM Corporation

System Requirements

Macintosh

- Power PC
- System 7.5 or later
- 16 MB of RAM
- 10 MB hard disk space
- 4X CD-ROM drive
- Color monitor (640x480, thousands of colors)
- Printer

Other PC

- Pentium or better
- Windows 95
- 16 MB of RAM
- 10 MB hard disk space
- 4X CD-ROM drive
- SVGA monitor (640x480, 16 bit color or better)
- Windows compatible sound card
- Mouse
- Printer

Optional

- External Speaker
- kidDraw Tablet

Software Description

Pull a pencil out of a cup. No, make that a piece of chalk. Draw your own unique design. Add some color with an airbrush or oil paint. Add stamps, stickers, and a creative pattern, and tie it up with a ribbon. What do you have? Your own unique masterpiece ready to hang in the art gallery of *Crayola Make a Masterpiece.*

Join Scribble, the French artist, as he guides you through a maze of animated, traditional and wacky tools, throws in idea starters, and leads you to a journal featuring famous artwork from The National Gallery of Art in Washington, D.C. and the State Hermitage Museum in St. Petersburg, Russia. While you are studying the journal, don't forget to read and learn about some of the famous artists, art styles, and different techniques.

If you would like to add some photographs or graphics of your own, import pictures right into the program and use the art tools to enhance and transform the imported images. Features include simple tools like chalk, markers, and crayons; wacky tools like ribbon, shaving cream, animated stickers; and conventional tools like oil paints and watercolors. Artists of all ages will enjoy mixing their paints to make new colors, trying different effects, and producing a slideshow from the gallery paintings that they have created.

Crayola Make a Masterpiece

Introduction

Young children are constantly exploring their environment, interacting with materials, and forming conclusions as they seek to make sense of the world around them. Graphics programs are an appropriate tool to have at their disposal as they make marks and representations that tell a story about their environment, feelings, and thoughts. At the same time, they have the opportunity to experiment with materials and tools that may not be readily available for art expression in their home and classroom environment. While exploring *Crayola Make a Masterpiece*, children will experience an informal lesson in art appreciation. Famous artists and art techniques are introduced and children can discover and interact with art styles using their own creations.

Materials

- Computer
- *Crayola Make a Masterpiece*
- Display books about famous artists, art techniques, and art materials.

Introductory Activity

Introduce a variety of tools (paint brushes, shaving cream, pencils, crayons, collage materials, palette, variety of papers, charcoal) at group time. Ask children, *"What do you know about these artist tools?"* Children can share ideas about the different tools. Write down what the children say and create a book about artist tools. Children can illustrate the book. *HyperStudio* may be used to create an artist tool stack with drawings, sounds, and animation.

Computer Activity

Use one of the tools (e.g. shaving cream, popcorn) found in the program in the art center. Then try using the same tool in the software program at the computer. Discuss the differences and similarities with children. Compare the methods, the feel of the tool, the look of the drawings, and the colors in the art area. Ask children if they can create colors in *Crayola Make a Masterpiece*.

Extended Activity

- Offer children the opportunity to experiment with shaving cream and food coloring. Provide children with several colors of shaving cream to mix. Children can mix and draw with their fingers on a laminated table or activity tray.
- Create a *HyperStudio* stack with the pictures displayed in the program gallery. Add sound, text, and animation.
- Choose a famous art style; talk about, and try the techniques in small groups.
- Turn the classroom into an artist's studio. Provide tools in the different centers and media to create masterpieces. The cooking area could have kitchen utensils with paint, the science center could be filled with collage materials found in nature. The housekeeping area may have feather dusters, paint, or wallpaper book and glue.

Summary

As children explore a graphic program and learn what kinds of marks that tools may make, textures that a combination of media and tools make together, or how certain colors mix together, they also tell stories through the materials. One child may tell a story about his/her family, while another writes about the learning that is taking place in the classroom. Other children may experience an adventure with famous artists and their techniques. Providing a program like *Crayola Create a Masterpiece*, offers a tool that is low cost, appealing, and always available to children for storytelling and experiencing the visual arts.

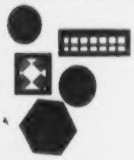
Crayola Make a Masterpiece

CURRICULUM INTEGRATION IDEAS

Art

- Provide clay and/or playdough for creating sculptures.
- Use paint dabbers or markers to create the art style of Pointillism. Children can create pictures using dots.
- Make mosaic pictures with torn or cut paper squares.
- Create the Impressionism style by drawing with Craypas, an oil based chalk. The pastel colors create a muted image.
- Use watercolors to paint pictures. Provide heavy drawing paper to avoid paints running together. The heavy paper will absorb the watercolor and keep the color in one place.
- Paint abstract artworks. Provide a variety of painting tools along with bold and bright colored paints. Or paint with straws using tempera paints.

Blocks/Manipulatives



- Create sculptures with blocks.
- Build Lego structures.
- Provide mosaic tiles for creating artworks.
- Display photographs of famous sculptures.
- Provide modeling materials.
- Provide puzzles of various famous artworks. Make puzzles by printing works of art from the program, gluing on cardboard, and then cutting out the pieces in puzzle shapes.

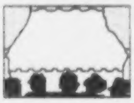
Construction

- Create a recycle bin for children's discarded masterpieces. Children can recycle unwanted pieces. Other children can get discarded masterpieces from the recycle bin and create new masterpieces.
- Supply medium and small size boxes (round and square). Children can create sculptures with the boxes. Use stickers, stamps, and stencils to finish the sculpture.
- Create abstract artworks from magazine pictures. Provide a variety of images cut out from magazines. Cut the images apart using different shapes. Children can glue pieces together to make unusual pictures, like a Picasso.

Cooking/Snacks

- Make refreshments for Grand Opening night of the Masterpiece Exhibit.
- Create food masterpieces from a collection of snack foods, cheese, peanut butter, fruit pieces, and/or cream cheese.
- Decorate sugar cookies with a colored frosting.
- Make and eat Rainbow Toast. Use pastry brushes and paint on white bread. Paint is made from food coloring and sweetened condensed milk. Toast the bread and watch a rainbow appear.
- Mix and play with edible playdough.

Dramatic Play



- Add clothing to the center that encourages expression, such as long flowing skirts, brightly flowered smocks, fabric pieces for capes, fuzzy fabrics, plastic bead necklaces, and dark colored heavy shirts.
- Provide tools of the artists' trade: aprons, brushes, easels, and paint holders for children to dramatize artists' techniques and mannerisms.
- Turn the area into a Masterpiece Exhibit at the art gallery. Act out roles of docent, ticket taker, gift shop clerk, guards, and artist. Children can display masterpieces, buy and sell, critique, and create posters advertising the Masterpiece Exhibit.

Group/Individual Story Experiences

- Study different artists' techniques through the journals in the software. Introduce one each week.
- Create bulletin boards in the school that tell a story about the children's masterpieces, favorite artist and their technique, or any topic related to what the children are doing in the software program. Remember words are not always needed to tell a good story.
- Read *Getting to Know the World's Greatest Artists: Picasso* (Venezia, M.) to the children. Show the illustrations and talk about the different works of art. Ask children to think about how the painting makes them feel, what it reminds them of, and what materials they think the artist used.
- Show the children several paintings by Claude Monet. Children can discuss the paintings. Read *Getting to Know the World's Greatest Artists: Monet* (Venezia, M.) and then talk about the art style called Impressionism.

Music and Movement

- Express emotions with musical instruments and create musical masterpieces. Record musical masterpieces and place in the listening area or gross motor area to listen and dance.
- Create sounds with instruments that compliment children's artwork.
- Listen to some of the classics during center time.
- Draw to music using feet to hold crayons or markers.
- Draw to the music on mural paper or tape mural paper to the underside of a table. Children can lay on their backs and draw like Michalangelo.

Outdoor Play/Motor

- Take a walk around the school, make a frame with hands around eyes and describe the things viewed through the frame.
- Roll paint on bare feet and use a very large piece of mural paper to create a picture.
- Build human sculptures. One child is the "artist" and the others are the tools and materials.
- Play statue tag. When the leader says "freeze," children freeze in a statue form.

Science/Math

- Provide paints and paper for experimenting with color. Observe changes in colors while mixing paints. Children can share their observations in their color journal (place a pad and pencil in the discovery area).
- Sort collage materials by texture, size, and/or color.

- Observe differences in texture of Rainbow Toast before painting, after painted, and when toasted.
- Make simple Pointillism images on cards. Children can count the number of dots used to make the image.

Sensory

- Audio tape tool sounds from the software program, listen to the sounds, and decide what tools are making that sound.
- Use textured boards/materials to place under paper while drawing to make different textures and patterns on paper.
- Fingerpaint with shaving cream.
- Fill the sandtable with colored macaroni, colored sand, and colored popcorn kernels. Provide measuring tool, scoops, funnels, and plastic containers. Place paper and glue on a nearby table to make collages with the materials in the sensory table.

Literacy Links

- Print journal pages about the artists from the software. Study and discuss the artists and their works. Post around the room or in the art center.
- Make invitations to a Grand Opening of the Masterpiece Exhibit.
- Make labels with title of masterpiece and by-line for children's artwork located in the exhibit area.
- Name the Masterpiece Exhibit. Make and post a sign.
- Chart recipe for Rainbow Toast and edible playdough.
- Display posters of famous artworks and label with title and artist's name.
- Chart favorite artist and art style. Review the artist and art techniques talked about in class. Ask children to pick their favorite and talk about it. Make the chart using images printed from the software program.
- Use postcard sized art reproductions to create matching games. Encourage visual literacy and extend descriptive vocabulary.

Related Books, Poems, Stories

- *The Art Lesson* (dePaola, T.)
- *Come Look with Me: Exploring Landscape Art with Children* (Blizzard, G.)
- *Getting to Know the World's Greatest Artists* book series (Venezia, M.)
- *How Artists See* book series (Carroll, C.)
- *Linnea in Monet's Garden* (Anderson, L. & Bjork, C.)
- *Make Your Own Museum* (Belloli, A. & Godard, K.)
- *Mommy, it's a Renoir!* (Wolf, A.)
- *My Crayons Talk* (Hubbard, P.)
- *Painting, a Young Artist's Guide* (Waters, E. & Harris, A.)
- *Portraits* (Schwartz, A.)
- *What Makes a Monet a Monet?* (Muhlberger, R.)
- *What Makes a Rembrandt a Rembrandt?* (Muhlberger, R.)
- *What Makes a van Gogh a van Gogh?* (Muhlberger, R.)

Related Software

- *ArtSpace*
- *Crayola Magic 3-D Coloring Book*
- *Crayola Art Studio 2*
- *Crayola Print Factory*
- *Disney's Magic Artist*
- *Grphyon Bricks*
- *Just Me and My Mom*
- *Kid Pix Studio*
- *Lego Island*
- *Look What I See!*
- *My Amazing World Explorer*
- *Playskool Puzzles*
- *The Jolly Post Office*

Related Web Sites

- **Crayola**: www.crayola.com
- **Inside Art**: www.eduweb.com/insideartindex.html
- **Jan Brett's Homepage**: www.janbrett.com
- **Masterprints Gallery**: www.RAMS.COM/masterprints/
- **Metropolitan Museum of Art For Kids**: www.metmuseum.org.htmlfile/education/kid.html
- **Pintura**: Art Detective: www.eduweb.com/pintura/
- **The Art Institute of Chicago**: www.artic.edu
- **Web Museum**: sunsite.unc.edu/wm/

Extensions Beyond Classroom

- Explore the school grounds and take photos (digital camera, Polaroid, or 35 mm). Import into the software program and experiment with the different art techniques.
- Visit a local artist and workshop.
- Visit a graphic arts class at a nearby college or university.
- Take a walk around school or home, and look for different tools and things to paint with.

Family Connections

- Send pictures from home of children and their families. Import the pictures into the software program, add text, change the style, and draw on the pictures.
- Host a Masterpiece Exhibit and plan a Grand Opening. Invite families.

Disney's Magic Artist

Publisher

Disney Interactive

System Requirements

Macintosh

- Power PC processor
- System 7.1 or later
- 16 MB of RAM
- 20 MB free disk space
- Double speed CD-ROM drive
- 640x480 Color monitor, 256 Colors
- Mouse

Other PC

- PC compatible 486/66 MHz computer
- Windows 95 or later
- 16 MB of RAM
- 20 MB free disk space
- Double speed CD-ROM drive
- 256-color VESA or PCI local bus
- 16-bit Windows compatible sound card
- Mouse

Optional

- External Speakers
- kidDraw Tablet

Software Description

The sound of a marker on paper, the swish of a paintbrush, or the screech of chalk on a chalkboard will be enjoyed by children as they work as artists. With *Disney's Magic Artist*, children have a number of tools at their fingertips. The tools in the software are so realistic that the more children draw over the same area on an image, the darker the image becomes. The paint is so wet, that if the paintbrush is moved through the painted image, the colors blend into the surrounding images.

Children can take their pick from a variety of tools: pencils, paintbrushes, markers, chalk, paint, stencils, paint bucket, spray cans, shaving cream, and create a work of art. Adding text to the illustrations and placing them into a scrapbook for an instant slide show are more features of *Disney's Magic Artist* that children can explore.

Oh, don't forget the stamps! The stamp categories include backgrounds, characters, and props. Stretch the choices, arrange, and add colors or choose a black and white outline. If children are looking for some variety, they can use the twisted tools to create a surprise spin to their pictures. Print when the artwork is finished, pull the paper out of the hat (ooops printer!), and the artwork is instantly dry and ready to hang.

Disney's Magic Artist

Introduction

Disney's Magic Artist contains a large collection of tools with different media and realistic textures. As children experiment with tools, they might notice the lines and shapes of objects. A door may have three distinct lines that form a rectangle when the floor is added. The sun may be a line that curves and comes together to form a circle or a vase may be a really curvy line. As children explore the world around them, observing lines will help as they acquire an awareness of the forms of objects.

Materials

- Computer
- *Disney's Magic Artist*
- Books about drawing with lines and shapes.

Introductory Activity

During a group circle time, lay out markers, pencils, and brushes of varying widths. Ask questions about what kinds of lines the brushes will make. Lay out a large piece of mural paper. Invite children to draw and paint. Discuss lines: skinny and wide, straight, and curvy.

Computer Activity

Disney's Magic Artist contains a tool box with a variety of tools. Invite children to draw with the tools. What kind of medium are they using? What tools are they using? Do they contain different textures and widths? Ask children about the lines and colors they have chosen for their work.

Extended Activity

After children have had an opportunity to use *Disney's Magic Artist*, work in small groups to sort pictures into categories by tools used, textures, or kinds of line. Hang on bulletin boards in the different groups.

Summary

Lines, shapes, and colors are not limited to works of arts at museums, but can be found every place we look in the world around us. As children take field trips into the environment, they may notice different shapes found in wood, metal, and glass. *Disney's Magic Artist* offers children the opportunity to come back into the classroom and manipulate the ideas with tools and paper.

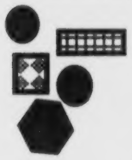
Disney's Magic Artist

CURRICULUM INTEGRATION IDEAS

Art

- Introduce tools that make different kinds of lines or texture.
- Place plastic craft squares, nylon, and similar materials in the art center. What kinds of lines appear when paper is placed on top and rubbed with a crayon?
- Place playdough in the art area. Provide tools for making lines and line imprints (e.g., craft sticks, wooden dowels [varying radii], unsharpened pencils, and/or clothes pins.
- Make lines by rolling playdough then bending, curling, or shaping it.

Blocks/Manipulatives



- Use shoe boxes designed and made in the construction area for building an art store.
- Place structures created from craft sticks in this area for building a town.
- Draw or paint roads using lines and curves on cardboard or posterboard.
- Build roads and buildings from wooden blocks with straight edges (squares, rectangles, and triangles).

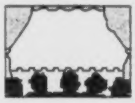
Construction

- Design wrapping paper and wrap small shoe boxes. Classify the designs by types of lines, colors, or shapes.
- Construct buildings from craft sticks.
- Provide a variety of colored yarn. Children can cut and place yarn pieces on contact paper to make designs with lines.
- Weave yarn designs using large plastic needles and plastic canvas.

Cooking/Snacks

- Sort eating utensils by lines and shapes. Do some fit into more than one category?
- Serve Twizzlers for snack. Children can form lines and shapes before they eat them.
- Make homemade pretzels. Mix, roll into lengths, and shape. Bake for snack.
- Eat string cheese and crackers for snack.

Dramatic Play



- Turn the area into an art store. Young artists can select and buy the tools of the trade.
- Provide prop boxes for carpenters, architects, and other professionals who use lines and shapes in their work.
- Place a variety of lined (ruled) paper (i.e. college, narrow, wide, 1st grade) and markers in dramatic play area to explore.

Group/Individual Story Experiences

- Ask children to find pictures in books of tools that may be used in an art project (e.g., feather duster, sponges, a kitchen scrubby, twigs, leaves, and rope).
- Brainstorm the types of products that you might use with the tools (pudding,

dishsoap/tempera paint, food coloring, and water). Make a story about the different tools and products. Predict what kinds of lines and shapes certain tools will make. The children can illustrate their predictions.

- Provide tools and media for exploration in the art area. Have children experiment with tools and media as they create art. Ask the children to tell a story ab their picture. Write the stories their pictures. Or scan the drawings, place them in a *HyperStudio* stack, and ask children to record their stories.

Music and Movement

- Listen to cla ical music during center time. As children create with *Disney's Magic Artist* or in the art area with similar art tools, encourage them to describe music using expressive vocabulary like soft, loud, fast, high, or low. Relate the music to the artwork they are creating by making lines that go fast, slow, high, or low like the music.
- Invite children to create their own music to express the feelings in their artwork or an adult masterpiece.
- Use scarves to move to music and create lines, curves, and shapes.

Outdoor Play/Motor

- Use spray bottles, water, and food coloring to design a large mural on the playground sidewalk.
- Make lines, curves, and shapes on the playground or carpet with masking tape.
- Take a walk outdoor ith a notebook and draw or ake notes about the lines found in the environment.

Science/Math

- Set out a ge ard with string or rubb bands for children to m e lines, curves, and shapes.
- Provide a variety of measuring tools (e.g. measur tape, rulers, yardstick, T-square) fo loration and measuring.
- Graph children's favorite color on a bar graph.
- Use Unix cubes to graph children's favorite Disney characters.

Sensory

- Place different liquids (tempera paint, dish soap with tempera, food coloring, and/or salt added to tempera paint) in baby food jars. Brush all on the same paper Compare and con ast the visual effects.
- Draw lines with fingers in colored shaving cream.
- Finger paint lines and shapes on paper. Dry and take pictures home.

Literacy Links

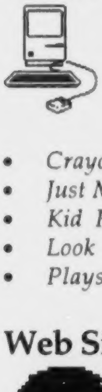
- Write the words children use to describe their drawings on their paper.
- Name and label craft stick structures created in the construction area.
- Display pictures and names of lines, curves, and shapes in the room.
- Display recipe cha for homemade pretzels.
- Name and label items in the art store set in the dramatic play area.
- Provide tablets, markers, crayons, and other writing supplies in the dramatic play area for children to use in their play.
- Display samples of drawings that are used by carpenters, architects, and other professionals who use lines and shapes in their work.
- Chart children's words used to describe music played during center time.

- Label lines, curves, and shapes made from masking tape.
- Place a notebook ("Class Discovery Journal") in the discovery area. Encourage the children to make notes about the measuring tools.
- Create a *HyperStudio* stack about the class' field trip to a professional's office (architect, draftsman, or carpenter). Children can add words, sounds, drawings, and animations.

Related Books, Poems, Stories

- *A Child's Book of Art* (Micklethwait, L.)
- *A Color of His Own* (Lionni, L.)
- *Color* (Heller, R.)
- *Creative Drawing: Point and Line* (Rottger, E. & Klante, D.)
- *Imagine* (Lester, A.)
- *Lines* (Yenawine, P.)
- *Museum Numbers* (Voss, G.)
- *The National Gallery ABC* (Seymour, R.)
- *Shapes and Solids* (Hewavisenti, L.)

Related Software



- *ArtSpace*
- *Crayola Create a Masterpiece*
- *Crayola Magic 3-D Coloring Book*
- *Crayola Print Factory*
- *Just Me and My Mom*
- *Kid Pix Studio*
- *Look What I See!*
- *Playskool Puzzles*

Web Sites

- **Carlos' Coloring Book:** http://coloring.com/
- **Crayola:** http://crayola.com
- **The Learning Studio:** http://www.exploratorium.org/exhibits
- **Mark Kistler's Imagination Station:** http://www.draw3d.com/index.html
- **National Museum of American Art:** http://www.nmaa.si.edu/
- **The On-Line Visual Literacy Project:** http://pete.pomona.edu/visual-lit/line/line.HTML
- **Scribble Pad:** http://www.evansville.net/~buzzy/ScribblePad.htm

Extensions Beyond Classroom

- Take a field trip to visit an engineer, draftsman, architect, or carpenter (professionals who use lines, curves, and shapes in their work).
- Visit a local art supply store.
- Invite a local artist to share stories or read a book related to what they do.
- Take the children on a trip with sketch pads and pencils. Sit in a quiet area and sketch what they see. Take a walk around the neighborhood. Children can choose a partner and work together to illustrate something in the environment.

Family Connections

- Send a take home bag with a children's picture book and art materials. Ask the family to read the story and draw a picture with no text to share how they felt about the book or draw a new cover of the book.
- Create an art project at home using lines. Provide materials such as yarn, string, strips of paper, ruler, and paper.
- Ask families to create a book of lines, curves, and shapes they find in their home.

EA*Kids Art Center

Publisher

Children's Television Workshop

System Requirements

Macintosh

- Macintosh Computer
- System 6.0 or greater
- 4 MB of RAM
- Color monitor

Optional

- Printer
- External Speaker

Other PC

- Not available.

Software Description

This software program contains five drawing and coloring activities that children will enjoy exploring. Inside the "Paint Box" activity children can add characters, paint backgrounds, create text, draw, and erase. The "Coloring Book" sections allows the user to dump color onto twelve pictures including Scooter's Castle, Flowers, Whales, and Rabbits. Children can create their own Dinosaur Park, Sea, Pirate Ship, Haunted House, Castle, Carnival, Zoo, Fun House, Play House, or Ski Slope within the Sticker activity. Inside the "Costume" activity, characters can be dressed in the following costumes: Playmates, Sports, Halloween, Grown Ups, My Mom, My Dad, Hollywood, and Wedding. Pasting objects will reveal pictures of planes, trains, elephants, cars, boats, flowers, helicopters, ducks, bugs, and butterflies. Children can create their own shapes and designs in this interactive art environment.

EA*Kids Art Center

Introduction

In *EA*Kids Art Center*, children can be expressive and imaginative while creating their own worlds with stamps and background scenery including a downtown transportation scene. Children can also add their own drawings by using the painting tools. The same scenes and stamps can be used in many off computer activities. Children can create their own books, classify the stamps, and create a matching and identification game to take home. With the many theme options such as Halloween, Zoos, Outer Space, Dinosaurs, Transportation, Seasons, and How Things Grow, a variety of activities can be designed.

Materials

- *EA*Kids Art Center*
- Color printer
- Printer Paper

Introductory Activity

Introduce the program to a few children at a time. Discuss and model the options in the program as well as within the activities. Briefly discuss appropriate terms related to the program. Children can learn to describe portions of the activities with descriptive terms, such as background patterns, and light and dark shades.

Computer Activity

Describe a story about one of the costume characters. Identify careers that are related to family members. Encourage children to investigate the many costume options available in the program. Ask questions like, *What color of shoes would you choose for the boy to wear? Which costume would you choose?* or *Which hat would you choose?*

Extended Activity

- Dress like community helpers.
- Provide clothing, hats, and other props for dress up. Children can make accessories such as necklaces, purses, and crowns.
- Create icon characters (from screen snapshots) for flannel board stories.
- Print different backgrounds from the sticker activity. Create a group story or individual stories to go with the different backgrounds. Laminate and create a classroom book and place in children's book area.

Summary

This program encourages children to create different symbols and explore with different colors. Children will delight in exploring the many features of this program. The variety of themes in the software make it easy to integrate into classroom activities throughout the year.

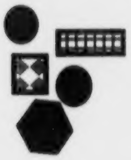
EA*Kids Art Center

CURRICULUM INTEGRATION IDEAS

Art

- Make a collage portrait of a character.
- Paint a picture of yourself as an adult. Tell what you will be when you grow up.

Blocks/Manipulatives



- Paint scrap wood pieces with a variety of tempera paint colors. The classroom will gain a collection of building blocks that are unique.
- Add small animal props to block area to encourage children to recreate background screens found in software such as a dinosaur or outer space.

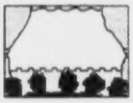
Construction

- Make masks. The masks can be of feelings, an animal, or a character.
- Create a mask from objects found in nature. Use things from nature to make features, hair, or beards on your mask. Arrange the masks to form textured areas, lines, or shapes.
- Glue and paste different shapes onto paper.

Cooking/Snacks

- Mix food coloring with frosting to make different colored filling for graham cracker squares.
- Serve different colors of foods. Talk about the different foods during snack time.

Dramatic Play

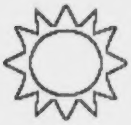


- Mime the following actions in groups: painting a wall; sewing dresses; skating on ice; being examined by a dentist; riding in a rodeo; and/or delivering food.

Group/Individual Story Experiences

- Line a bulletin board with plain paper. Children can create a community on the board from stickers, magazine clippings, drawings, paintings, or collages.
- Read *Monsters* (Hoban, R.) and talk about the boys' drawings. Provide material for children to create monsters and display on a classroom bulletin board.

Outdoor Play/Motor



- Play charades. Pull from a hat icons of different characters such a singer, dancer, or actor.

Science/Math

- Use magazines to find and cut out several pictures of people in their jobs. After children have gathered several pictures, classify pictures by similarities and differences.

Sensory

- Explore different textures of materials in the costume shop.
- Draw pictures of features being described.
- Create texture rubbings.

Literacy Links

- Write or dictate a story about an original collage character.
- Read a poem. Choose a word from the poem and express the word through sound (musical instrument).
- Discuss words associated with art and drawing, such as *line, angle, color, texture, and patterns.*

Related Books, Poems, Stories

- *Colors* (Yenawine, P.)
- *Lines* (Yenawine, P.)
- *Shapes* (Yenawine, P.)
- *Stories* (Yenawine, P.)
- *Drawing and Painting with the Computer* (Bolognese, D.)
- *How to Make Books with Children* (Evans, J.)
- *Looking at Art: People at Work* (Conner, P.)
- *Looking at Art: People at Home* (Conner, P.)
- *Looking at Painting* series (Roalf, P.)
- *No Good in Art* (Cohen, M.)
- *The Folk Art Counting Book* (Watson, A.)
- *The Pirates of Bedford Street* (Isadora, R.)

Related Software

- *ArtSpac*
- *Blocks in Motion*
- *Gryphon Bricks*
- *HyperStudio*
- *Kid Pix Studio*
- *Stanley's Sticker Stories*
- *Thinkin' Things*

Extensions Beyond Classroom

- Visit a costume shop.
- Visit a museum that displays period costumes.

Family Connections

- Make paper dolls at home. Dress them up to resemble friends and relatives.
- Locate lines, patterns and basic shapes in the home. Do something special for a family member.

Kid Pix Studio

Publisher

Brøderbund

System Requirements

Macintosh

- Macintosh Computer
- System 7.0.1 or higher
- 4MB of RAM
- CD-ROM drive
- Color monitor, 256 colors or larger

Optional

- External Speaker
- Microphone
- kidDraw Tablet
- TouchWindow
- Color Printer

Other PC

- IBM or compatible 386DX processor or higher
- Windows 3.1 or Windows 95
- 4 MB of RAM required, 8 MB of RAM recommended
- CD-ROM drive
- Super VGA monitor, 256 colors, 640x480
- Windows compatible sound device

Software Description

Paint, draw, stamp, mix-up, move, or erase. The icon menus make *Kid Pix Studio* friendly for all children. Click a tool for immediate access to another menu bar displaying many options for that particular tool. Sound effects, in English or Spanish, are included with all choices. Use the Option and Shift keys in different combinations with over 1,300 stamps and enlarge and shrink stamps to different sizes. Use the same keys to obtain different effects with the painting tool. Also, children can use multi-color fill patterns and an assortment of fifty wacky brushes to paint. Children can start a new project using over a dozen different erasers, the bomb being a favorite. Question marks often turn into colorful surprises. Add letters and numbers to art projects with the text tool which offers a large selection of attributes. Sound (recorded or taken from the sound library) can be added to creations and the entire product can be saved. Select from four printout options, tiny to regular. Use the SlideShow feature to display a collection of art complete with snappy transitions and amusing sounds. Older children can create their own animated stories, photo essays, or school presentations with the SlideShow feature. *Kid Pix Studio* offers many ways for children to express their creativity using the other art projects provided in the program. Children can choose "Kid Pix," "Moopies," "Wacky TV," "Stampimator," or "Digital Puppets." If a child can point and click a mouse, that same child will enjoy *Kid Pix Studio* for hours and hours. The software program encourages creative expression in children of all ages.

Kid Pix Studio

Introduction

Kid Pix Studio Studio is a program that can be used with any curriculum. It supports children in their creative thinking, encouraging free expression. Children can use a variety of items to tell a story, draw a picture, make a SlideShow, or add stamps.

Materials

- Computer
- *Kid Pix Studio*
- Books in the reading area about artwork, artists, and creativity.
- A wide range of art materials in the writing and/or art center.

Introductory Activity

Create a large mural using a variety of paints and brushes, crayons, markers, stamps, stickers, sponge shapes (letters and numbers), and finger paints. A variety of paper could be used from newspaper to textured wallpaper.

Computer Activity

- Save children's art work throughout a one to two week period. Print out one picture for each child (let the child choose), glue to construction paper, and laminate. Use as the child's placemat for snack time.
- Connect the Quick Cam to the computer, using it in the "Wacky TV" portion of *Kid Pix Studio.*
- Draw pictures in the "Moopie" section, open the pictures into the "SlideShow" creating a moving picture show.

Extended Activity

- Introduce *ArtSpace* to the children encouraging them to take a tour through the gallery and to stop at the studio to make their own creation.
- Create a class SlideShow of children's computer drawings. Ask the children to help choose the drawings, transitions, sounds, and play length. Display the SlideShow in the art gallery to share with visitors and/or families at the grand opening.

Summary

Writing, talking, drawing, laughing, and creating all occur when a child interacts with *Kid Pix Studio.* Children can create a masterpiece and share it with a friend who is sitting beside them; the whole class via a *Kid Pix Studio* SlideShow; or their family by printing it out and taking it home.

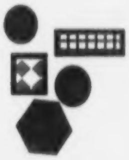
Kid Pix Studio

CURRICULUM INTEGRATION IDEAS

Art

- Create pictures with Crayola stamp markers on construction paper.
- Set up the easel and provide a variety of items to paint with (brushes, cotton balls, kitchen utensils, Q-tips) with several colors of paint available.
- Fill spray bottles with watered-down tempera (washable) paint. Paint on an old sheet.
- Draw with crayons on textured paper (such as newsprint, cardboard, paper bags, sandpaper).

Blocks/Manipulatives



- Build sculptures from wooden blocks.
- Display posters of famous sculptures.
- Add materials to decorate blocks (fabric scraps, feathers, ribbon, and yarn).
- Use puzzles of famous artists' works.
- Build creations with manipulative toys (such as Legos and Flexi Blocks).

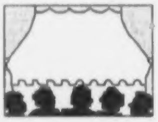
Construction

- Make pictures with rubber stamps and stickers.
- Create paper sculptures (roll, crush, and tear paper).
- Make paper.
- Melt crayon pieces and make multi-colored crayons to draw with.
- Construct with found items.
- Set up the woodworking table and construct sculptures with wood pieces.

Cooking/Snacks

- Offer a variety of snack foods (pretzels, crackers, Twigs, and cheese balls). Mix a firm dip with cream cheese, sour cream, and french onion dip mix to use as cement to build sculptures.
- Blend creative art mixes with an assortment of cereals, candies, dried fruits, and nuts.
- Color milk with food coloring. Use a pastry brush to paint on bread. Toast the bread and eat rainbow toast.

Dramatic Play



- Design an art gallery where artists create and display their works for sale. Provide a selection of materials for creating artwork including props (work shirts, hats, easels, tables, pedestals, old frames and mats, plaques, cloth for drapes). Provide a computer in the art gallery for children to make computer artwork with graphic and tool making programs. Display children's art. Make an area of the art gallery for artworks that are for sale. Provide a cash register, phone, receipt book, price tags, and play money.
- Make a life-sized "Wacky TV" using an appliance box with a large section cut out. Children can add control panels and knobs. Place a curtain across the screen with an opening to move back and forth. Children can pretend to be on TV and have an audience.

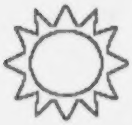
Group/Individual Story Experiences

- Read *Ruby the Copycat* (Rathmann, P.) with the children. Ask the children to act out the story. Provide props for the children.
- Conduct an art appreciation lesson with the children. Read *Visiting the Art Museum* (Brown, L.K. & Brown, M.). Ask children to share their thoughts and ideas about the different art styles. Look at which art styles are the children's favorite and graph.

Music/Movement

- Ask the children to form themselves into human sculptures. Take pictures or video so the children can look at their works later.
- Make people "Moopies." Children can shake and move then freeze when the teacher gives a signal.
- Play a variety of music and children can paint to the rhythms.

Outdoor Play/Motor



- Take a nature walk and gather items for nature sculptures.
- Paint with water and large brushes on sidewalks, building walls, fences, or blacktop.
- Use crayons and draw on mural paper with toes. Children can put crayons between several toes and make large movements.
- Move the Wacky TV outside and the children can incorporate wheel toys and outside equipment into their play.
- Fill spray bottles with colored water (food coloring) and paint on snow.

Science/Math

- Create patterns with rubber stamps.
- Plan a study of colors, experiment with mixing colors and making new ones.
- Experiment with erasers. Provide a variety of eraser types. Try erasing different mediums (paint, pencil, pen, chalk).

Sensory

- Finger-paint with different media. For a variation, paint with elbows, feet, or toes.
- Explore textures of different sculpting materials (sawdust, play dough, silly putty, or modeling clay).
- Put shredded paper in the sensory table and provide craft scissors, hole punches, shape punches, toilet paper tubes, and paper towel rolls.

Literacy Links

- Name and make a sign for the art gallery.
- Make plaques for artwork with the name of the work, the artist's names, and date created.
- Write receipts for sales of artwork.
- Make price tags for artwork, an open/closed sign, and hours of operations sign for the art gallery.
- Name and make a sign for the "Wacky TV."
- Label the art materials in the art gallery.
- Describe the Human Sculptures after reviewing the video or photographs. Make a book (either on paper, in *HyperStudio*, or on a SlideShow) and write the child's words along with the photograph or video.

Related Books, Poems, Stories

- *The Art Lesson* (de Paola, T.)
- *Cherries and Cherry Pits* (Williams, V.)
- *The Christmas Alphabet* (Sabuda, R.)
- *Lucy's Picture* (Moon, N.)
- *Monsters* (Hoban, R.)
- *Ruby the Copycat* (Rathmann, P.)
- *The Sweet and Sour Animal Book* (Hughes, L.)
- *Visiting the Art Museum* (Brown, L.K. & Brown, M.)

Related Software

- *The Art Lesson*
- *Amazing Writing Machine*
- *ArtSpace*
- *Crayola Art Studio*
- *EA* Kids Art Center*
- *Kid's World*
- *KidWorks Deluxe*
- *Playskool Puzzles*

Extensions Beyond Classroom

- Visit an art museum. Many universities and colleges have their own museums or galleries.
- Visit a local artist and his/her studio.
- Take a field trip to a local commercial artist's office.
- Invite the high school art teacher to conduct a mini-lesson with the class.

Family Connections

- Invite families to the grand opening ceremony for the Class Artist Gallery. Make snacks for the families including fruit punch. Have a ribbon cutting and invite the parents to cut the ribbon.
- Ask parents to donate materials for art projects.
- Invite family members to visit the classroom and share their artwork. Display art projects in the gallery's featured artist exhibit.

KidDesk

Publisher

Edmark

System Requirements

Macintosh

- Macintosh
- 2-4 MB RAM
- Hard Drive space needed: 1 MB
- Color monitor

Optional

- Printer
- Microphone
- TouchWindow

Other PC

- IBM or compatible 386bx/33 mhz recommended
- Windows 3.1 or later
- 4 MB of RAM
- Super VGA
- Windows compatible sound

Software Description

Hard disk protection is necessary in a classroom with many young users. This program provides the maximum hard disk security adults want and at the same time allows the most independent access for young children. It can be customized for individual children, allowing each child access to a limited number of programs or set for an entire classroom to access selected programs. A "child's desk" has space for a calendar, clock, telephone, lamp, calculator, recorder, and pencil holder. A click on any desk accessory results in a response. The calendar shows today's date and any reminders made for the day. The phone plays a recorded message. The desktop also holds icons identifying software programs. Double click the program icon to launch the application. Vary the choices available by showing different program icons displayed on the desktop. Both children and adults enjoy the benefits of this program.

KidDesk

Introduction

This program can be used as a tool to develop communication skills. Children can experiment with what it is like to plan and organize a day while learning how to communicate while using note pads, calendars, e-mail and voice mail.

Materials

- Computer with color monitor
- *KidDesk*
- Color printer

Ahead of Time

Customize a desktop for each child. Personalize *KidDesk* in one of two ways, either through selection of an icon by the child or by inserting the child's photo. To use a photo, capture the child's picture by 1) scanning the photo; 2) using a QuickCam; or 3) using a digital camera. Import the child's photo into his/her desktop. Personalize each desktop with a welcome message.

Introductory Activity

- Organize a field trip to the local post office or arrange for the children to talk to the UPS or Federal Express person. If a mail vehicle delivers on a regular basis to the school, arrange for the children to tour the vehicle while it is on school grounds.
- Talk with the children about how they receive letters or cards at home and how they send cards or letters to grandma and grandpa or someone else who may live far away.

Computer Activity

Each child can create an e-mail message to send to other children in the classroom. During free play, children can check for voice mail and written correspondence.

Extended Activity

- Create big mail boxes from cardboard boxes in the room to mail letters they have created on the computer.
- During circle time, gather children around the computer. Open *KidDesk,* select the "Calendar," and view the current month. Ask children what the weather is like outside. Type the children's response. On the calendar day, select an icon to correspond to the weather. At the end of the week or month, print out the calendar and talk about how many days were sunny, snowy, or rainy.
- Compose letters and other timely messages to family, friends, and classmates.

Summary

With their own personal desktop design and options, children gain independence. They can send written and verbal messages to friends in the class while learning that the computer is a tool for communication. Emergent literacy skills are promoted through the integration of this program.

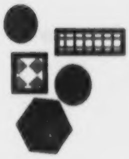
KidDesk

CURRICULUM INTEGRATION IDEAS

Art

- Provide a variety of materials (old stationary, envelopes, stickers, seals, address labels). Children can create notes.
- Create stamps using watercolors.
- Make a cardboard frame for the easel. Put paper underneath. Provide paints and a variety of brushes.

Blocks/Manipulatives



- Play with service vehicle toys, such as mail and delivery trucks.
- Build an office with Legos or other blocks.

Construction

- Reconstruct an original desktop in the classroom. Use the desktop pictures from the software for ideas.
- Use cardboard boxes to make mail boxes for the classroom.
- Make mail carrier bags from construction paper.
- Make hats from construction paper to represent mail delivery service employees.

Cooking/Snacks

- Leave a voice mail message for all classmates to bring their favorite snack.
- Bring a special snack.
- Leave a voice mail message that will tell the children what they will have for snack.
- Make Post Office Cake with yellow cake mix and mandarin oranges. For the icing, mix cool whip, crushed pineapple, and vanilla pudding. Make a round layered cake or cupcakes.

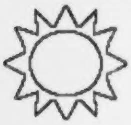
Dramatic Play

- Dramatize places of business. Act out the ways to communicate with each other.
- Set up the dramatic play center as an office or post office.

Group/Individual Story Experiences

- Discuss what is good or bad about a particular day.
- Save outdated calendars in a portfolio on hinges as a big book for children's reflections.
- Read *The Jolly Postman*. Each day of the week, compose a letter to make your own version of the book.
- On Friday, ask the children to discuss plans for Saturday. On Monday, children can reflect on Sunday's highlights.

Outdoor Play/Motor



- Play with small service delivery trucks outside.
- Plan a class picnic, "office picnic." Mark it on the class calendar.

Science/Math

- Mail a letter to the classroom. Make a record of the number of days it takes to arrive.
- Create a calendar with icons representing different symbols for seasons and/or weather.

Sensory

- Record sounds on a field trip to the post office. Play the sounds back in the classroom to see if children can remember what they were.
- Play messages recorded on children's desktop and see if they can guess whose voice is on the message.

Literacy Links

- Use the computer to create icon labels representing delivery/mail truck. Tape them to children's tricycles.
- Make a menu for this week's snacks.
- Write memos back and forth.
- Make a list of all the ways you communicate at home and school.
- Create a class logo for stationery.
- Create and individualize logo for stationery.
- Photograph places in your home and school that are areas of organization. The scanned versions can be placed in the *KidDesk* calendar.
- Collaboratively name your desktop publishing company in your classroom.

Related Books, Poems, Stories

- *A House for Hermit Crab* (Carle, E.)
- *Chicken Soup with Rice* (Sendak, M.)
- *Codes and Ciphers: Hundreds of Unusual Secret Ways to Send Messages* (Ashton, C.)
- *Letter Jesters* (Falwell, C.)
- *On Monday when it Rained* (Kachenmeister, C.)
- *The Jolly Postman* (Ahlberg, J.)
- *The Very Hungry Caterpillar* (Carle, E.)

Related Software

- *American Greetings CreataCard Plus!*-create banners, cards, and other objects.
- *Bailey's Book House*
- *Print Shop Deluxe*
- *Stanley Sticker Stories*
- Visit **TEChPLACEs** at www.techplaces.wiu.edu

Extensions Beyond Classroom

- Interview people outside of the classroom asking the question, *"How do you communicate and share information with each other?"*
- Type a birthday gram and take your ad to the local newspaper.
- Use *The Print Shop PressWriter* to make reports, newsletters, and brochures that look professional.

Family Connections

- Design a snack sign-up sheet to route among families.
- Invite parents for a demonstration of the *KidDesk* software. Ask them to make a monthly calendar at the computer center.

Stanley's Sticker Stories

Publisher

Edmark

System Requirements

Macintosh

- Macintosh 68040, 68030, or Power PC
- System 7.0 or higher
- Hard Disk with 4 MB free
- 8 MB RAM, 4100K free
- CD-ROM Drive
- 13" Color monitor (256 colors)

Other PC

- IBM or compatible, 486 Pentium or better
- Windows 3.1 (enhanced mode), or Windows95
- Hard Disk with 4 MB free
- 8 MB RAM
- CD-ROM Drive
- Super VGA 640 X 480 (256 colors)
- Windows-compatible sound card

Optional

- Microphone
- Color Printer
- TouchWindow

Software Description

Join Stanley and his friends, Bailey, Millie, and Sammy and explore Stanley's town while creating a story. To join Stanley, you need to type in your name and choose "Make a new story," "Open an old story," or "Check to see how a story is made." If you did not understand the directions that Stanley gave you, just move your cursor over a hotspot and the area will be circled in red while you learn what will happen if you click.

Choose "Create a new story" and you will visit the town where you can choose a background. The choices include the beach, Stanley's house, the park, the general store, Bailey's house, the ice cream and candy store, Millie's house, the pond, Sammy's house, the billboard, the school, the school yard, the bus stop, the swimming pool, or the garden. Click on a background and it appears in a small window at the bottom of the screen. Double click on the window or click OK in the corner and the background appears as the first page. On the first page, the menu is positioned along the left side and the bottom. Menu choices include stickers from a variety of themes including friends, neighbors, beach, playground, toys, school, workshop, garden, store, candy store, bedroom, kitchen, home, big letters, small letters, numbers, and symbols. More category choices can be found by clicking on the arrows on the right and left of the stickers.

Click and drag the stamp onto the background and it will change the size, depending on whether the stamp was placed towards the front or in the background. After clicking to place the stamp, the stamp remains active and the user can make it larger or smaller, add sound, or click to see the animation associated with the sticker. A small book in the menu will allow you to hear information about the sticker including how to spell the name of the sticker.

More options include print, save, hear the story being played back, create a new story, attach songs or sounds to the story (add favorite tunes from all of Stanley's friends), type in a story to go with the background (change font, size, and color are all possibilities in the text box), trash the story, or add a new page to the story with a different background. *Stanley's Sticker Stories* includes a storyboard where pages can be moved around as you create the story. This program offers many features which reinforce emergent literacy as children create and share stories.

Stanley's Sticker Stories

Introduction

Children learn at a young age that they are part of a community that has stores, neighbors, friends, families, homes, schools, and parks. Learning about a community is an important component of social studies. *Stanley's Sticker Stories* offers children many community settings around which they can create stories. Children can gain mapping skills, consumer awareness, and literacy skills as they explore Stanley's community.

Materials

- Computer
- *Stanley's Sticker Stories*

Introductory Activity

Take a walk around the school neighborhood. Ask the children what they see. *Is there a school yard, a park, or a store?* When back at school, talk about the things found in the neighborhood. Ask about other places in the area that may be farther away.

Computer Activity

Encourage children to explore *Stanley's Sticker Stories.* As they become familiar with the program, assist in recording sounds or entering in their stories. Some children may want to "type" their own stories. Save the stories.

Extended Activity

- Print the stories and laminate the pages to make books. The books can be placed in the reading center. A special time can be set aside to use the computer as a reading center so the recorded sounds and animation can be heard and seen. Convert the classroom into Stanley's community. Create a candy and ice cream store where snacks are made. Have a workshop with old machines to be taken apart and explored. The sand table can become the beach. Children can draw a map of their "new" community. After children have had a chance to explore the different areas, make a graph of their favorite areas.
- Visit TechPlaces (a community internet site built by children from early childhood classrooms in a collaborative project in rural Illinois) at www.techplaces.wiu.edu.

Summary

Children can see how their community compares to Stanley's community and take pride in the stories they create about Stanley and his friends. They can even design other areas in the classroom that are not found in *Stanley's Sticker Stories,* such as a fire station or library. The development of community awareness in young children can lead to good citizenship later.

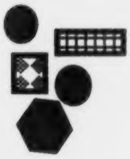
Stanley's Sticker Stories

CURRICULUM INTEGRATION IDEAS

Art

- Make a collage with colored sand.
- Create a wall mural of the community.
- Smudge marker drawings with water and brushes.
- Draw with markers. Water color over drawing for an under water effect.

Blocks/Manipulatives



- Build a block community with roads and buildings. Add props.
- Construct buildings and stores with cardboard brick blocks.
- Make puzzles from children's scene made in the software.
- Make lacing cards with enlarged characters from the software.
- Use Lincoln Logs to construct communities.

Construction

- Build Stanley's community in the classroom with large cardboard boxes.
- Build a table top community with small boxes. Paint the boxes and add signs.
- Create a town map.

Cooking/Snacks

- Make ice cream in a plastic bag.
- Make candied apples.
- Create fruit kabobs.
- Design a vegetable tray.

Dramatic Play

- Recreate the general store, the workshop, and the ice cream and candy store. Provide appropriate props.
- Use large cardboard boxes constructed as shops found in the software.

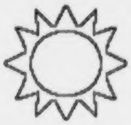
Group/Individual Story Experiences

- Create a classroom story after taking a walk around the neighborhood.
- Author a *HyperStudio* stack including children's drawings and words about the community.

Music and Movement

- Listen to sounds of nature such as: ocean and pond.
- "Banana" (Gill, J.)
- "No More Pie" (Jenkins, E.)
- "Sammy" (Palmer, H.)
- "The Corner Grocery Store"(Raffi)
- "The Hammer" (Palmer, H.)
- "The Wheels on the Bus" (Raffi)

Outdoor Play/Motor



- Use equipment found in *Stanley's Sticker Stories,* such as scooter, bike, and skates.
- Have a beach party with buckets, shovels, and balls.

Science/Math

- Plant a garden. Children can sort and count the seeds before planting.
- Measure ingredients for recipes.
- Graph children's favorite areas of the community.

Sensory

- Add sand to the sensory table.
- Place water in the water table with items that sink or float.
- Add dirt and small construction vehicles to the sensory table.

Literacy Links

- Make a rebus chart with recipes for snacks.
- Map the layout of the garden.
- Name and make a sign for the community.
- Label buildings in the block community. Make road signs.
- Make signs for stores in the dramatic play area.

Related Books, Poems, Stories

- *Beach Bunny* (Selby, J.)
- *Beach Feet* (Reiser, L.)
- *Big Al* (Clements, A.)
- *Busy Beaver Pond* (Silver, D.)
- *Duckling at Home on a Pond* (Toast, S.)
- *How Big is the Ocean? First Questions and Answers about the Beach* (Farrow, A.)
- *Just Grandma and Me* (Mayer, M.)
- *Life in a Pond* (Fowler, A.)
- *Swimmy* (Lionni, L.)
- *Tar Beach* (Ringgold, F.)

Related Software

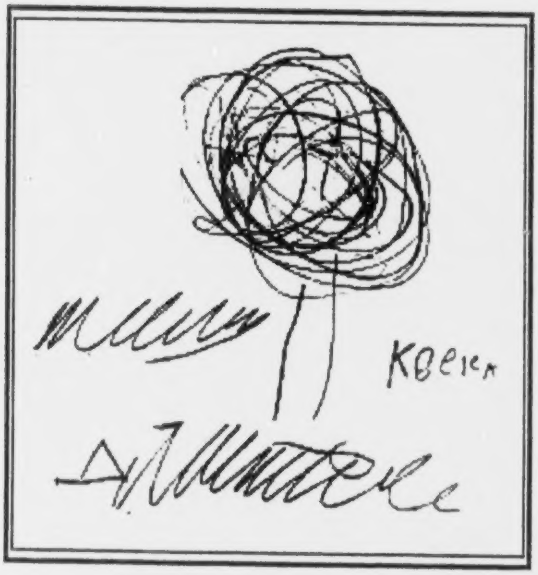
- *Bailey's Book House*
- *HyperStudio*
- *Just Grandma and Me*
- *Millie's Math House*
- *Sammy's Science House*
- *Trudy's Time and Place House*

Extensions Beyond Classroom

- Take a field trip to the grocery store and buy the items to use in the candy and ice cream store.
- Take a field trip to roller or ice skating rink.
- Adopt a park or area of a park and maintain its beauty.

Family Connections

- Make a checklist of neighborhood landmarks. Use icons! Send home the list for the children's families to complete.
- Ask children to do something special for a family member.
- Ask families to send a picture of a favorite place in the community for their child to share at school.



CHAPTER SIX

Curriculum Activities with HyperStudio

HyperStudio 3.1

Publisher

Roger Wagner Publishing, Inc.

System Requirements

Macintosh

- Macintosh
- System 7.0
- 4 MB RAM
- 15 MB ROM
- CD-ROM drive
- Color monitor

Other PC

- IBM or compatible 386DX or higher
- Windows 3.1 or higher
- 4 MB RAM
- CD-ROM drive
- Color Monitor (S-VGA)
- Sound requires sound blaster or compatible card

Optional

- Scanner
- Printer

Software Description

HyperStudio is an authoring program where you can create cards that link together to become a stack. Paint tools are available to draw a background. Pre-drawn art or clip-art and graphics from *HyperStudio* or other sources can be added. Sound can be added to the card by recording a sound, using prerecorded sound from *HyperStudio* or accessing audio CDs. Text can be added to the stack. Buttons are added to the cards that become hot spots on the screen where you click the input device to make things happen. Quicktime movies can be inserted into the program. There are two ways to animate objects. Using the tools available in *HyperStudio*, a user can author software that is unique.

What is HyperStudio?

HyperStudio, a software program from Roger Wagner Publishing Inc., serves as a literacy tool for the early childhood classroom. Families and early childhood educators can easily construct their own software with *HyperStudio* without any computer programming knowledge.

Originally designed for the older Apple computers (Apple IIGS), *HyperStudio* has been updated and is available on CD-ROM for Macintosh and PC systems. The CD-ROM version includes a royalty-free library of art, sounds, movies, and sample stacks. The TouchWindow, mouse, or switch may be used to operate the software you design, making this program especially beneficial for teachers of children with disabilities.

With *HyperStudio*, each page created is saved as a card. Cards may contain photos, drawings, written text, animation, sounds, and recorded voices. A series of cards (think of them as index cards) are combined and referred to as a stack. Stacks can be designed similar to the pages in a book, each page or card changed in sequence to add to the theme or story. Children can determine what happens on each card and how they will move to the next card.

Recorded sounds, voices, and QuickTime videos can be added to your stacks. The more sound, art graphics, and video you use, the more memory your computer will require to operate your stack. When this happens, you may want to consider adding more RAM memory to your computer system.

HyperStudio can be used in a variety of different ways in the preschool classroom. Ideas for this program are based on needs of the children and classroom themes. Start with a simple stack until you become more familiar with *HyperStudio*. A simple stack could be a variety of pictures or photos of animals. On each card, include a sound for each animal and an icon to turn the pages. If you play a recorded sound with the word "horse," the children will attend to the animal sound and may imitate the animal and say its name.

After you become more familiar with *HyperStudio*, you may want to include animation of the children's art work. Scan children's artwork and save as a PICT file. Once the drawings are scanned, they can be changed for animation and placed into *HyperStudio*. At the computer center children can take turns recording their voices to say, "Turn the page," or "That's my drawing!" or describe their drawing.

Stacks created with *HyperStudio* may be shared as public domain without royalties being paid to Roger Wagner Publishing. If you wish to sell a stack created with *HyperStudio*, there is no cost to do so. You will need to mail a copy of the stack to Customer Care at Roger Wagner Publishing and request the licensing form from the Customer Care Department. To acquire such forms, call Customer Care line at 1-800-HYPERSTUDIO.

The *HyperStudio* curriculum activities in *eMERGing Literacy and Technology: Working Together*, are intended for educators, family members, and children in the preschool classroom. Several menus and a tutorial activity are included. *HyperStudio* has features which will encourage you to explore your own potential and the program's open endedness will allow you to be limited only by your imagination and equipment constraints.

About the HyperStudio Menu

Having something to refer to during the creation of a *HyperStudio* stack is often helpful. Make a copy of this guide and keep it near you while creating *HyperStudio* stacks. File, Edit, Preferences, Move, Tools, Objects, Color, Options, and Extras are the words listed in the *HyperStudio* Main Menu. The bullet words under the main menu items are the choices you can make regarding your stack. Following each bullet word is a short description of what that choice can do.

File

- **New Stack**: Create a new stack
- **Open Stack**: Opens any *HyperStudio* stack.
- **Save Stack**: Save the work done since the last save.
- **Save Stack As**: Save a stack under a new name.
- **Import Background**: Insert a background onto the card.
- **Export Screen**: Save a picture as an art file. Use it as a background or as clip art later on. Also used in animation.
- **Add Clip Art**: Choose a graphic to place on top of the background.
- **Page Setup**: Used in printing. Includes paper size, reduction or enlargement, font and graphics smoothing.
- **Print**: Print one, two or four cards per page, current card, or all cards.
- **Print to Video**: Copy stack to video.
- **Quit HyperStudio**: Quit the application.

Edit

- **Undo**: If you change your mind or make a mistake.
- **Cut**: Removes selected item, which stays on the clipboard until it is replaced by the next cut.
- **Copy**: Just like **cut**, except the original stays on the screen.
- **Paste Text**: Place copied or cut items onto the background.
- **Paste Card**: This replaces paste text when a card has been cut or copied and needs to be pasted.
- **Clear**: Like cut, except the item does not stay on the clipboard.
- **New Card**: Add a card to the stack immediately after the current card.
- **Delete Card**: Remove the card displayed on the screen.
- **Cut Card**: Cuts entire card (totally removes it to clipboard), including graphics, buttons, sounds, and animation.
- **Copy Card**: Copies entire card (original stays and duplicate is on clipboard), including graphics, buttons, sounds, and animation.
- **Edit Object**: Choose this option after selecting the object you wish to edit.
- **Effects**: (select item first)
    - **Flip Sideways**: Flip selected items sideways.
    - **Flip Upside Down**: Flip selected items upside down.
    - **Scale and Rotate**: Changes size and direction of item.
    - **Replace Colors**: Change colors in color palette.
    - **Gradients**: Change the shade of colors.
    - **Erase Background**: Erase and choose a new color for the background.

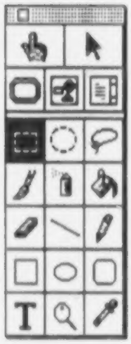
  Windows 95:
    - **Cookie Cutter:** Allow you to perform many different effects.
    - **Beveler:** Creates a beveled edge on the card.
    - **Brightness/Contrast:** Changes the brightness and contrast of lighting on card.
    - **Emboss:** Creates an embossed look to the card.
    - **Texturize:** Changes a background to a texture.

Preferences

- **Stack password**: Leave this alone unless you want to create a stack no one can alter.
- **Lock stack**: The only menus available to the user are **File, Edit and Move**.
- **Show card number with stack name**: Select this if you want the card number and name to appear at the top of the cards. Useful when creating, but not necessary when using a stack.
- **Turn on Automatic Timer and HyperLinks**: Leave this selected unless you are working on the stack.
- **Turn on Automatic Timer and HyperLinks:** Leave this selected unless you are working on the stack.
- **Automatically save stack**: Stack is saved when you open a new stack or quit *HyperStudio*.
- **Presentation mode**: Allows you to cover the desktop with a picture, pattern, or color. Allows you to hide title bar.
- **Ignore Extra Mouse Clicks**: This causes a double-click to act as a single-click.
- **Highest Compression for Backgrounds:** This feature will reduce your stack size (disk space) when the JPEG compression is applied.
- **Program Preferences**: Click "I'm an experienced user" which gives you more colors and power, but less screen help. Macintosh offers insert e-mail address feature using Internet with *HyperStudio*.

Move

- **Back**: Move to the card you were using before the current card.
- **Home**: Move to the home stack.
- **First Card**: Move to card 1 in the current stack.
- **Previous Card**: Move to the card positioned immediately before the present card.
- **Next Card**: Move to the card immediately following the one displayed on the screen.
- **Last Card**: Move to the last card in the stack.
- **Jump To Card**: Move to a card by number or name directly, without going through other cards.
- **Find Text**: Search the entire stack for any word or phrase.



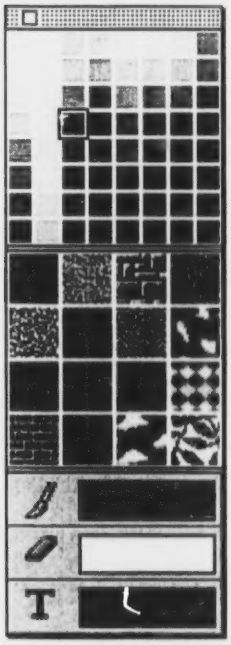
Tools

The *HyperStudio* tools are used for writing text, selecting objects, drawing, and painting. A complete description of the tools can be found on page 236.

Tool Menu

Objects

- **Add a Button**: Add a button to the current card to initiate sound, animation, or move.
- **Add a Graphic Object**: Add clip art which does not become part of the background.
- **Add a Text Object**: Text that is not painted onto the background. It can be edited later.
- **Hypertext Links**: The hypertext dialog is displayed allowing you to add a new link.
- **Bring Closer**: Move a selected object on top of another.
- **Send Farther**: Move a selected object back.
- **About this Card**: Displays card name, memory of card and background, choices card can do, card settings, and cursor choice.
- **About this Stack**: Displays how many cards, memory used, disk space used, number of colors, card size, choices stack can do, and cursor choice.



Color

Palette with color and design choices for paintbrush, eraser, and text. The color palette gives the user a choice of colors and patterns for the paintbrush, eraser, and text.

Color Menu ↙

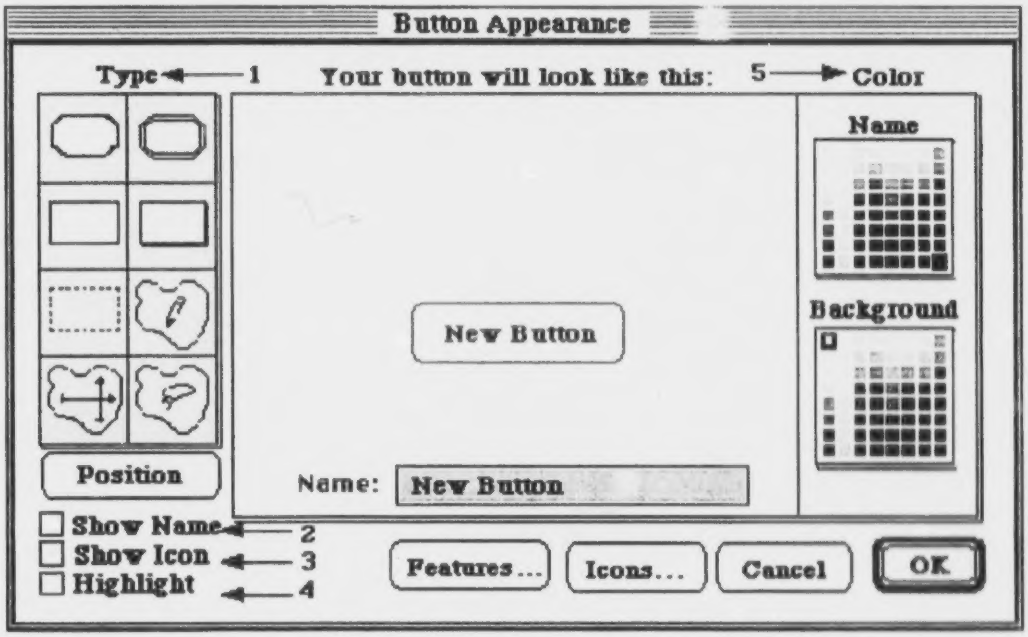
Options

- **Line Size**: Choose from five different line widths for drawing.
- **Brush Shape**: Choose from 24 different brush shapes and sizes for painting.
- **Draw Filled**: Fill the shape drawn with the color or pattern selected.
- **Draw Multiple**: Draw several.
- **Draw Centered**: Center the shapes drawn.
- **Magnify**: Choose 100%, 200%, 300%, or 400%.
- **Text Style**: Select a font, size, color, style, and view the changes.
- **Set Text Color**: Choose the color of the text.
- **Set Eraser Color** (vs.3.0.7 or earlier): Sets color of eraser.
- **Set Background Color** (vs.3.1.2n): Sets the color of eraser.
- **Standard Colors**: Use standard color palette.
- **Hide Objects**: Hide or show buttons, text items, and graphic items to save screens.
- **Hide Menu Bar**: Hide or show the menu bar.

Extras

- **Extra Manager**: Add or delete options from the **Extras** menu.
- **Box Maker**: Create a 3D box in two easy steps.
- **Check Spelling** (vs.3.1.2n): Checks spelling of text paint and text object.
- **Export WebPage** (vs.3.1.2n): This will let you share your project with others via the Internet.
- **LaserDisc Port Chooser**: This allow you to choose which port (modem or printer) to connect to the LaserDisc.
- **Menu Tamer**: Hide or show all menu bars except the one on the card on the screen.
- **Storyboard**: Shows all the cards in the stack. Can rearrange and delete cards.
- **Title Card**: Move the card on the screen to the first position when the stack is opened.

About Buttons

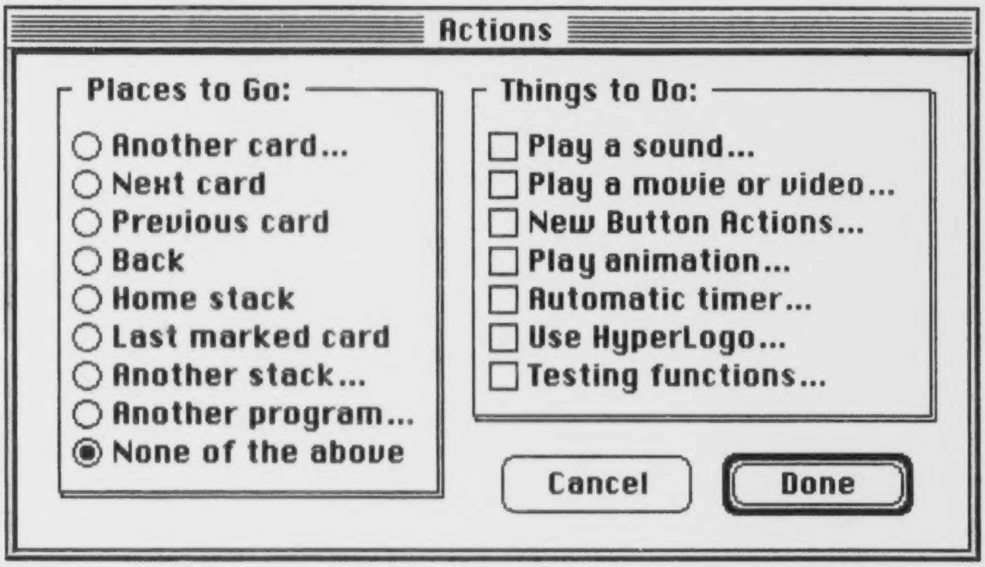

Button Appearance
Type
1
Your button will look like this:
5
Color
Name
Background
New Button
Position
2
3
4
Features...
Icons...
Cancel
OK

Name: New Button

☐ Show Name
☐ Show Icon
☐ Highlight

1. Types:
   - **Rounded Rectangle**
   - **Double Rounded Rectangle**: Works when return is pressed.
   - **Rectangular Button**
   - **Rectangular Button with Shadow**
   - **Invisible Button**: Stretch over a small object or entire screen to create a hotspot.
   - **Invisible Button**: Use pencil to trace around an object you want to use as a button.
   - **Invisible Button**: Use to reach out from within an outline of an object. The outline then becomes the button.
   - **Invisible Button**: Lasso a shape and the button will be in the shape of the lassoed object.
2. **Show Name**: The name typed in the window will appear on the button.
3. **Show Icon**: An icon, which is chosen from a list of icons, will appear in the button.
4. **Highlight**: The button will flash another color when selected.
5. **Color**: Color of button name and color of button background.
6. **Features**: This will only be available if "Experienced User" under preferences is checked.
7. **Icons**: A large variety of icons to be used on buttons.

Button Actions



Actions

Places to Go:

○ Another card...
○ Next card
○ Previous card
○ Back
○ Home stack
○ Last marked card
○ Another stack...
○ Another program...
● None of the above

Things to Do:

☐ Play a sound...
☐ Play a movie or video...
☐ New Button Actions...
☐ Play animation...
☐ Automatic timer...
☐ Use HyperLogo...
☐ Testing functions...

Places to go

- **Another card**: Any card in this or any other stack.
- **Next card**: The card following the one on the screen.
- **Previous card**: The card preceding the one on the screen.
- **Back**: The last card you were on.
- **Home stack**: The last card you opened named **Home stack**. Usually the opening screen of *HyperStudio*.
- **Last marked card**: The last card you marked in the **Card Info** box, under **Objects**.
- **Another stack**: First card in another stack.
- **Another program**: Connect to another application.
- **None of the above**: Does nothing.

Things to do

- **Play a sound**: Record your own or choose from the sound library.
- **Play a movie or video**: Show a video clip.
- **Use HyperLogo**: Use *Logo* as the scripting language.
- **Play animation**: Activate animation created much like a flip-book.
- **Automatic timer**: Used to activate the button automatically.
- **New Button Actions**: Button Runner, HideShow, and more.
- **Testing functions**: Track responses.

Tools

Editing Tools

Browse	Click on buttons to move through stack.
Button	Double click to delete or edit buttons.
"Everything" Editing	Select, resize, delete, or edit buttons.
Editing Graphics	Select, move, cut, copy, delete, or resize graphics.
Editing Text	Move, resize, delete, cut, or copy text items.

Paint Tools

Rectangle Selector	Select an area to delete, move, cut, copy, paste, enlarge, or shrink.
Circle Selector	Select an area to delete, move, cut, copy, paste, enlarge, or shrink.
Lasso	Capture a shape to be selected, moved, cut, copied, or pasted.
Pencil	Drawing tool.
Paintbrush	Painting tool.
Eraser	Erase painted text and art work.
Line	Draw straight lines.
Spray Paint	Spray paint.
Rectangle	Draws rectangles or squares with **shift** key.
Rounded Rectangle	Draws rounded rectangles.
Fill Paint Can	Fills an enclosed area with paint.
Oval	Draws ovals or circles with **shift** key.
Painted Text	Creates painted text that must be manipulated with the selector tool.
Magnifying Glass	Zooms in and enlarges an area. Press **escape** to exit.
Eye Dropper	Matches and chooses color of object.

Keyboard Shortcuts for Macintosh

To use these commands, press and hold the first key while tapping the second key once, or in the case of three keys, hold down the first two keys while tapping the third. Keyboard shortcuts use key commands to do the same functions that you can find under the Main Menu. Using the key commands can save time once you become familiar with them.

Keyboard Shortcuts

Open Stack	**Command, O**
Save Stack	**Command, S**
Save Screen	**Command, W**
Quit HyperStudio	**Command, Q**
Undo	**Command, Z**
Paste	**Command, V**
New Card	**Command, N**
Erase Background	**Command, E**
Move to First Card	**Command, 1**
Move to Previous Card	**Command, <**
Move to Next Card	**Command, >**
Move to Last Card	**Command, 9**
Add a Button	**Command, B**
Hide or Display Menu	**Command, M**
Cut	**Command, X**
Copy	**Command, C**
Get Information About Stack	**Command, I**
Pointer or Browse Tool	**Shift, tab**
Dotted Rectangle	**Shift, control, tab**
Bring Forward	**Command, +**
Send Farther	**Command, -**
See Invisible Buttons	**Command, option**
To Copy	**Option, selector tool**
To Resize	**Command, selector tool**
To Select Selector Tool	**Shift, control, tab**

Keyboard Shortcuts for Windows 95

To use these commands, press and hold the first key while tapping the second key once, or in the case of three keys, hold down the first two keys while tapping the third. Keyboard shortcuts use key commands to do the same functions that you can find under the Main Menu. Using the key commands can save time once you become familiar with them.

Keyboard Shortcuts

Open Stack	Ctrl, O
Save Stack	Ctrl, S
Undo	Ctrl, Z
Paste	Ctrl, V
New Card	Ctrl, N
Move to First Card	Ctrl, 1
Move to Previous Card	Ctrl, <
Move to Next Card	Ctrl, >
Move to Last Card	Ctrl, 9
Back	Ctrl, ~
Add a Button	Ctrl, B
Hide or Display Menu	Ctrl, M
Cut	Ctrl, X
Copy	Ctrl, C
Pointer or Browse Tool (toggle between)	Shift, tab
Bring Object Forward One Level	Ctrl, +
Send Object Back One Level	Ctrl, -
Bring Object to Front	Ctrl, Shift, +
Send Object to Back	Ctrl, shift, -
See Invisible Buttons	Ctrl, shift
Add Clip Art	Ctrl, A
Export Screen	Ctrl, E
Find Text	Ctrl, F
Add a Graphic Object	Ctrl, G
Home	Ctrl, H
Import Background	Ctrl, I
Jump to Card	Ctrl, J
Standard Colors	Ctrl, K
Hypertext Links	Ctrl, L
Print	Ctrl, P
Record (in Tape Deck)	Ctrl, R
Text Style	Ctrl, T

HyperStudio

All About Me! - Tutorial

Creating HyperStudio Stacks

Introduction

All About Me is a *HyperStudio* tutorial for the adult user to learn how to make a simple *HyperStudio* stack.

Materials

- Computer
- *HyperStudio*
- DS, HD 1.4 MB blank disk
- Printer with color ink
- Scanner (optional)

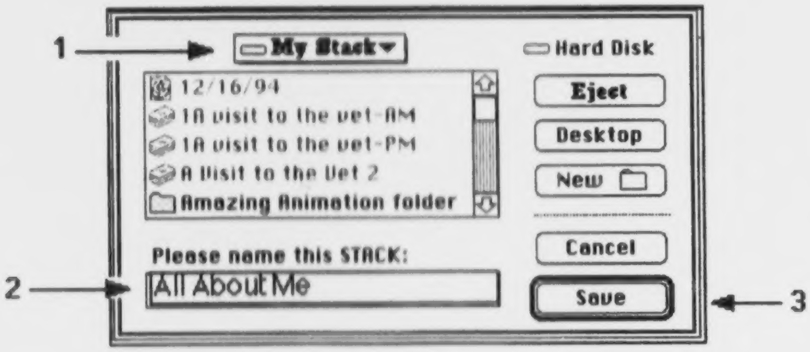
Ahead of Time

Draw a picture(s) of your family on a piece of paper using markers or paints. Scan the picture(s) using a scanner, or draw a picture of your family using the drawing tools in *HyperStudio*. Name the first picture **FAMILY**. Import this picture into *HyperStudio* as clip art. On the second card of the **All About Me** stack, use the drawing tools from *HyperStudio* to draw the place where you live.

Computer Activity

Directions: Numbers (#1, #2, #3, etc.) are labeled numbers in each figure. When directions refer to step 30 (for example) go to number 30.

1. Open the *HyperStudio* Application.
2. Under **File**, select **New Stack**.
3. Under **File**, select **Save Stack.** Insert a disk titled **My Stack**, (Figure 7, #1) into the disk drive or select a previously created file, **My Stack** from your hard drive. Title the stack **All About Me** (Figure 7, #2). Click **Save** (Figure 7, #3).



12/16/94
1A visit to the vet-AM
1A visit to the vet-PM
A Visit to the Vet 2
Amazing Animation folder

Please name this STACK: All About Me

Figure 7

Plan of Action for a PICT file: If you scanned a picture for card 1, follow the directions in #4. If you are creating a picture with the *HyperStudio* tools skip to step 30. Return to step 8 when you are finished with your drawing.

4. Under **File**, select **Add Clip Art**. Double click on the document named FAMILY.

5. Choose the **selector tool.** ⬚ Position the **crossbar** + at the top left corner of the image to be selected. Surround the image by clicking and dragging the mouse diagonally. When the image is surrounded, release the mouse. Click **OK.**

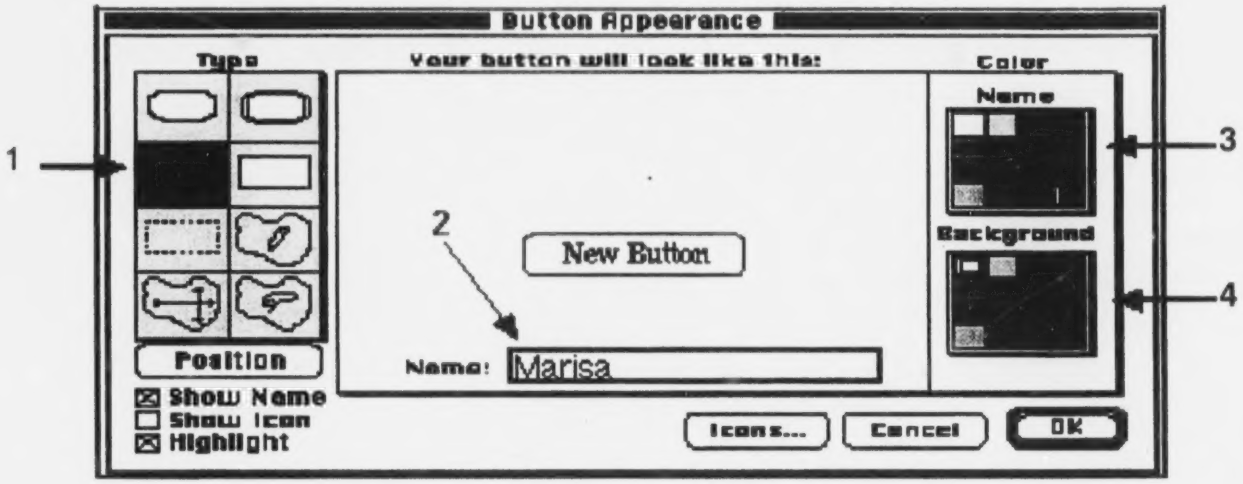
6. Place the **"Everything" Editing tool** ✥ or ↖ on the clip art. Click and hold down. Drag the picture and place on the card.

7. Release the mouse. Move **Editing tool** ✥ **or** ↖ outside of the dotted lines and click. This will place the pict on the card.

Plan of action for audio buttons: Adding buttons for each family member to produce sound.

8. Under **Objects**, select **Add a Button**.

9. Select the rectangular **button** in the first column, second row (Figure 8, #1). Type a name for the button in the **Name box** located in the bottom middle of the dialogue box (Figure 8, #2). Choose a color for the name by clicking on a colored square in the colored squares titled Name (Figure 8, #3). Choose a color for the button by clicking on a colored square in the bottom colored squares named background (Figure 8, #4).



Name: Marisa

☒ Show Name
☐ Show Icon
☒ Highlight

Figure 8

10. Click **OK**. A dialogue box may appear giving general directions on plac the button. The button will appear in the middle of the card. Place the **editing tool** in the middle of the button. Click and drag to the desired location. Click outside of the button to paste the button on the card.

11. A dialogue box will appear titled *Button Actions*. Under the column titled **Things To Do**, select **Play a sound** (Figure 9, #1).

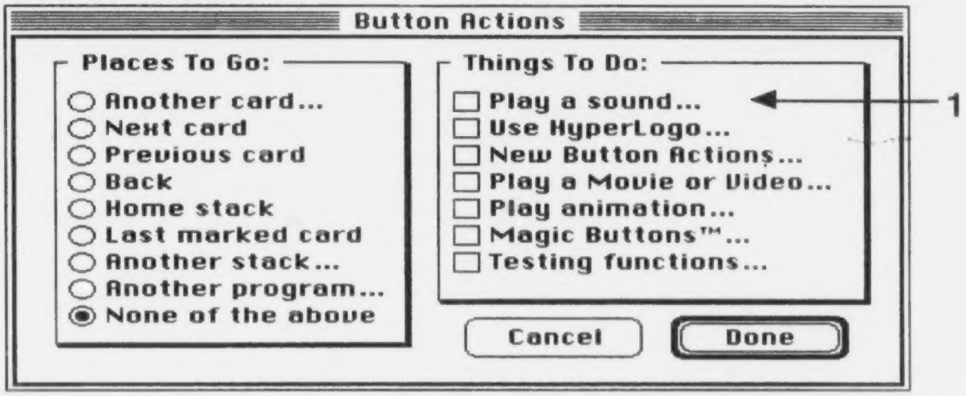

Button Actions
Places To Go:
○ Another card...
○ Next card
○ Previous card
○ Back
○ Home stack
○ Last marked card
○ Another stack...
○ Another program...
● None of the above
Things To Do:
☐ Play a sound...
☐ Use HyperLogo...
☐ New Button Actions...
☐ Play a Movie or Video...
☐ Play animation...
☐ Magic Buttons™...
☐ Testing functions...
Cancel
Done
1

Figure 9

A tape player will appear. When ready to record sound, click on the green **Record button.** Click on the **Stop button** to stop recording. Click the **Play button** to listen to the recorded message. Type a title in the selection box that appears below the orange tape to identify the recorded sound. Click on **OK** when finished. Click **Done.**

12. Continue adding sound buttons for each family member.

13. Don't forget to **Save Stack** (under **File**) occasionally.

Plan of action for animation: Adding buttons for a selected icon to create animation.

14. Under **File**, select **Save Screen** (*HyperStudio* 2.0) or **Export Screen** (*HyperStudio* 3.0). Type in **Jump1** and click **Save**.

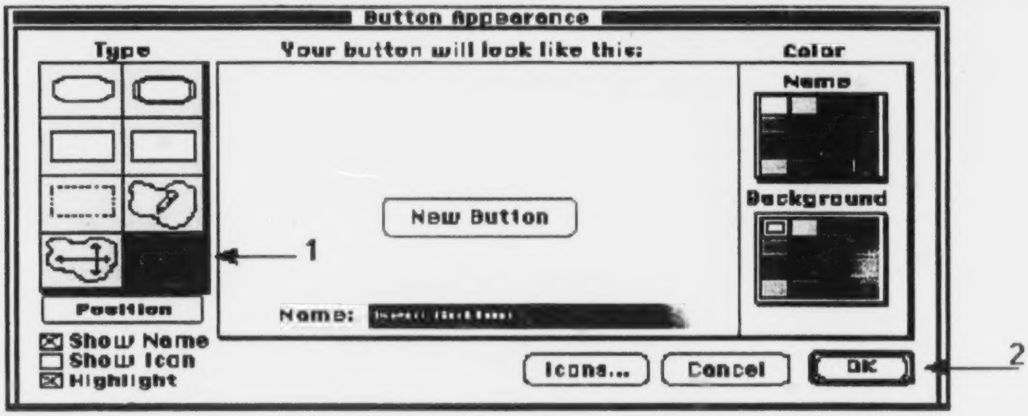
15. Under **Tools**, select the **Lasso tool.** Click and hold the mouse button while encircling a person on the card. Let up on the mouse button. DO NOT click the mouse. Move the mouse until the selector tool is over the selected object. The tool will change to the editing tool. Click the mouse and drag the person up approximately one inch. Release the mouse.

16. Under **File**, select **Save Screen**. Type in **Jump2** and click **Save**.

17. Under **File**, select **Load Background** (2.0) or **Import Background** (3.0). Click on **Jump1** and click **Open**.

18. Under **File**, select **Save Screen**. Type in **Jump3** and click **Save**.

19. Under **Objects**, select **Add a Button**. To create an invisible button, select the **lasso** in the second column at the bottom (Figure 10, #1).



☒ Show Name
☐ Show Icon
☒ Highlight

Figure 10

20. Click **OK** (Figure 10, #2). Two dialogue boxes may appear giving additional instructions.

21. Encircle the object to be animated with the **lasso** tool.

22. A dialogue box titled **Button Actions** will appear. Select **Play Animations**.

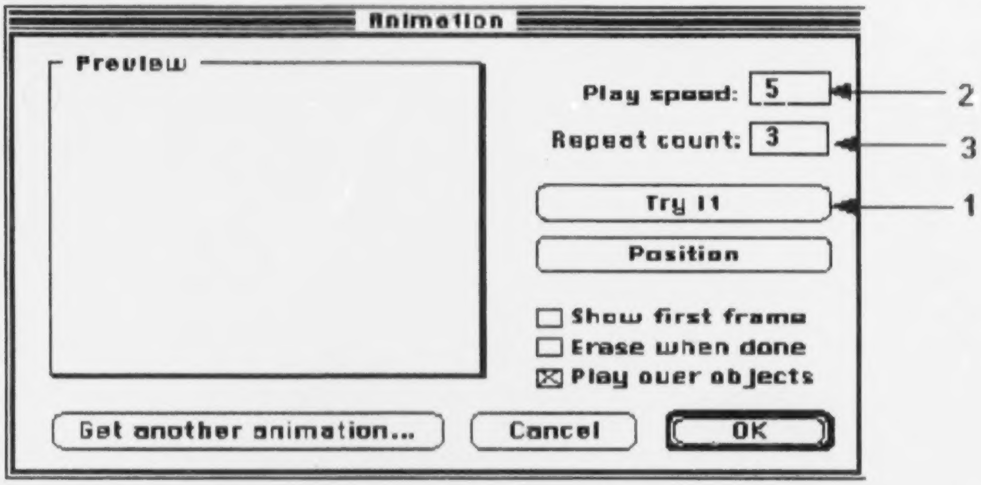
23. A dialogue box will appear asking for a picture file. Click on **Jump1**. Click **Open**.

24. A picture of your card will appear. Place the **crossbar** + on the upper left side of the person being animated. It is best to place the **crossbar** at the top of the page above the person and to the left. Click and drag diagonally down to surround the person. When the person is enclosed in a dotted rectangle, click **OK**.

25. The selected picture will appear in the middle of your card. Click on the person, drag and place the selected person on top of the identical picture. When the person is placed, release the mouse button and click outside of the dotted lines.

26. A dialogue box will appear telling you that the animation is being prepared.

27. After animation process is complete, an animation dialogue box will appear. Click on **Try It** (Figure 11, #1) to see the animation. In the right hand corner of this box, a box appears for play speed (Figure 11, #2). Type 9. Type 3 for play count (Figure 11, #3). Click **Try It**. Changing the numbers will result in different effects. Click **OK**.



Play speed: 5

Repeat count: 3

☐ Show first frame

☐ Erase when done

☒ Play over objects

Figure 11

28. A Box will appear titled **Button Actions**. Click **Done**.

If you would like to animate or add sound to any characters on your card, please take some time to do this. CAUTION: Save your screen and rename when producing a new animation. Repeating what you have just learned will help you remember what to do next time.

Plan of action for additional cards: Add a second card and learn about drawing tools.

29. Under **Edit**, select **New Card**.

30. In the menu, (Figure 12) click on **Tools**, drag the tool box to the left hand side of the screen. Click on **Colors** and drag the window to the right side of the screen. This will speed up the process of selecting tools and colors.

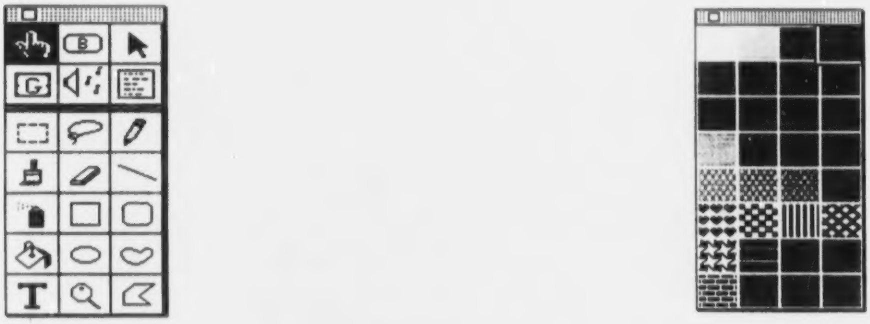


Figure 12

31. Use the drawing tools and colors to draw a picture of your dwelling. Be creative.

Plan of action for clip art: Add clip art to your drawing with animation and sound.

32. Under **File**, select **Add Clip Art**.

33. A dialogue box appears asking for a picture file. After finding the *HyperStudio* folder, select **HS Art**. Click **Open.** Select the folder titled **Addy.** Click **Open.**

34. Using the lasso tool, surround one dog that appears to walk. Click **OK**.

35. The picture that you selected, will appear in the middle of the card. Place the lasso on the dog. The lasso will turn into an **editing tool**. Click and drag the dog to place in an appropriate location.

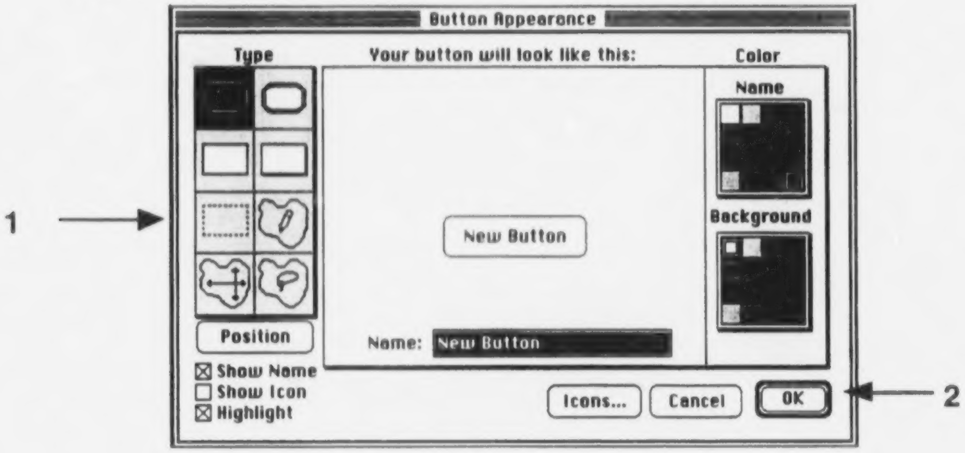
36. Under **File, Save Screen** or **Export Screen**. Title the saved screen **Dog1**. Be sure to save to the disk **My Stack**.

37. In the **Tool box**, select the **dotted rectangular tool**. Surround the dog's tail using the **dotted rectangular tool**.

38. Under **Edit**, select **Flip Sideways**. Place the crossbar tool + on top of the selected tail. Move the tail so that it connects with the dog in the appropriate place.

39. Under **File, Save Screen** or **Export Screen**. Title the saved screen **Dog2**. Be sure to save to the disk **My Stack**.

40. Under Objects, Add a Button. The button dialogue box will appear. Click on the button in the first column, third row (Figure 13, #1). Click OK (Figure 13, #2).



Name: New Button

☒ Show Name
☐ Show Icon
☒ Highlight

Figure 13

41. Place the editing tool on top of the dotted rectangular button. Move the button over the top of the dog. Resizing can be done by pulling at the sides of the button when selected. Click outside of the dotted rectangular buttons.

42. A dialogue box titled *Button Actions* will appear.

43. Under **Things To do,** click on **play animation**. After reading the dialogue boxes, click **OK**.

44. A dialogue box will appear asking for a picture file. Click on **Dog1**. Click **Open**.

45. A picture of your card will appear. Place the **crossbar** on the upper left side of the dog being animated. Click and drag around the dog. When the dog is surrounded by the dotted rectangle, click **OK**.

46. The selected picture will appear in the middle of your card. Click on the dog, drag and place the selected dog on top of the identical picture. When the dog is placed, release the mouse button and click outside of the dotted lines.

47. A dialogue box will appear telling you that the animation is being prepared.

48. After the animation process is completed, an animation dialogue box will appear. Click on **Try It** (Figure 11, #1) to see the animation. You will see the animation apear in the preview box. In the right hand corner of this box, a box appears for play speed. **Type 5** (Figure 11, #2). **Type 10** for play count (Figure 11, #3). Click **Try It**. Changing the numbers will result in different effects. Click **OK.**

49. A box will appear titled **Button Actions** (Figure 9). Under **Things To Do**, click **Play a sound**. The tape recorder will appear. In the bottom right corner, click **Disk Library**.

50. A dialogue box will appear asking for a sound file selection. Click **HS Sounds**. Click **Open**.

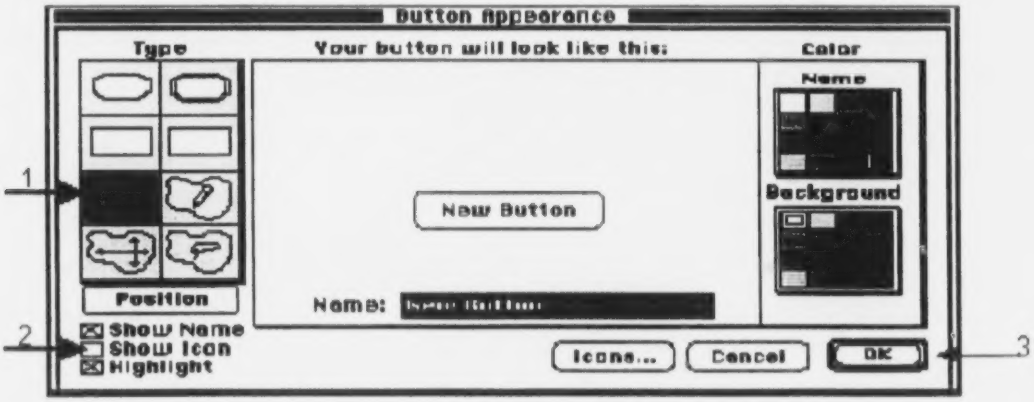
51. The sound is named a small dog. Click on the sound. Click **Open**. Click **Play** on the tape recorder. Adjust volume accordingly. This is the sound assigned to your button. Click **OK**.

52. The button action dialogue box will appear. Click **Done**.

Plan of action for connecting a card: Connect Card 1 and 2.

53. Under **Move**, select **First Card**.

54. Under **Objects,** select **Add a Button**. Under **Type**, click on the button in the first column, third row (Figure 14, #1). Click in the box **Show Icon** (Figure 14, #2). An icon box will appear. Click on an icon and click **OK** (Figure 14, #3). The button appearance box will appear. Select **OK**.



☒ Show Name
☐ Show Icon
☒ Highlight

Figure 14

55. The button will appear in the middle of your card. Place the edit tool in the middle of the icon. Click and drag to the bottom right hand corner.

56. Click outside of the dotted rectangular box. A **Button Action** dialogue box will appear. Under **Places To Go**, click on **Next card** (Figure 15, #1)

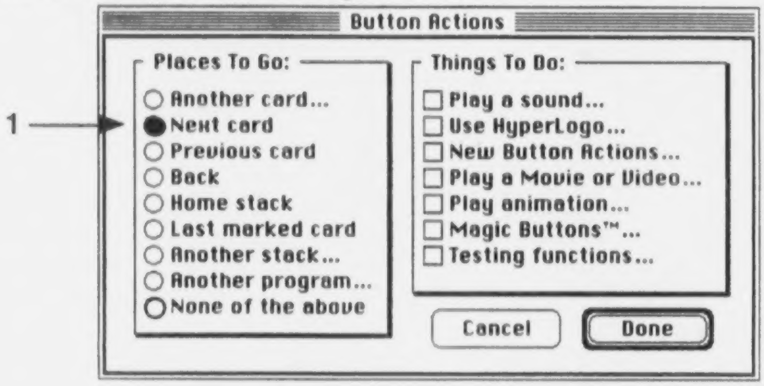

Button Actions
Places To Go:
○ Another card...
● Next card
○ Previous card
○ Back
○ Home stack
○ Last marked card
○ Another stack...
○ Another program...
○ None of the above
Things To Do:
☐ Play a sound...
☐ Use HyperLogo...
☐ New Button Actions...
☐ Play a Movie or Video...
☐ Play animation...
☐ Magic Buttons™...
☐ Testing functions...
Cancel
Done
1

Figure 15

A **Transition** dialogue box will appear. Choose a transition by clicking once and then **Try It**. When your choice is made, click **OK**. The button action dialogue box will appear. Click **Done**.

Extended Activity

Add text for a story, animate objects, add clip art, add sound, or any thing else you may want to do. For more detailed information see your manual and the CD that came with your *HyperStudio* program.

HyperStudio

All About Me

Introduction

Life is about growing and changing especially in early childhood. Young children explore their environment and learn about themselves each day as new experiences are offered. This exploration may range from walking across the balance beam, throwing a ball, drawing and painting new pictures, or adding new words to their vocabulary. The "All About Me" *HyperStudio* stacks offer children a way to tell about themselves and share with others.

Materials

- Computer
- *HyperStudio*
- *My Amazing Human Body*
- Choose one or more the following:
    - Camera and Scanner
    - Digital Camera
    - QuickCam

Ahead of Time

- Collect basic information about each child. Pictures or a digital images of the child, vital statistics (age, height, hair color, etc.), pictures of family members, pets, favorite activities, and pictures of friends are just a few of the items to be collected.
- Open a "new stack" in *HyperStudio*. Save this stack with a general class name.
- Import a picture of each child from the classroom on the first card (this may require more than one introduction card). The photographs will be used as links to each child's individual stack.
- Open a "new stack" in *HyperStudio*. Save this stack with the name of an individual child.
- Import the child's photograph as a graphic object on the first card of the stack. Add a colorful frame around the picture.
- Place symbols on the first card that will branch off into different areas. They may symbolize facts (age, height, etc.), family information, activities in school, etc.
- Repeat this process for each child.
- Connect each individual stack to the classroom stack.
- Create an invisible button, place it over the child's individual picture on the first card of the stack (the card with multiple children pictures); link it to the child's individual stack.

Introductory Activity

Introduce Dorling Kindserley's *My Amazing Human Body* to the classroom. Offer children time to explore the program during computer time. After taking time to study the human body, turn to the part of the program that holds a diary and asks each child to share information. This is a great time to invite families into the classroom. Parents can work with children to share the information.

Computer Activity

- Use the information entered in the diary section of Dorling Kindserley's *My Amazing Human Body*, transfer the facts over to each child's individual stack. Give children the opp ity to create their own computer generated illustrations with *HyperStudio* tools.

- Invi ily members to share pictures from home. Add pictures to a page and connect as a link e family icon.
- Use a anner, digital camera, and video capabilities; adding to the stack over the year as children work on different activities.
- Continue working with the stack over the year adding child's thoughts, illustrations, sounds, animation, and photos.

Extended Activity

Create an informational area in the room where children can share who they are and what they like to do. Children will not only be able to share with others, but will be able to visit and talk about themselves and the others in the classroom.

Summary

This stack starts out looking at more factual information that can be easily documented (measuring, weighing, etc.). By the end of the year, it takes on the look of an authentic portfolio assessment tool as children and teachers make choices about what best illustrates information about the children, their families, and the activities that each child did over the course of the school year. As children dictate and add sound, teachers can document children's language patterns and their concepts about print. The stack can be printed and passed on to families and other teachers in digital and hard copy format.

HyperStudio

Babies

Introduction

Try this *HyperStudio* stack at the beginning of the school year. It will provide young children an increased awareness about themselves, their classmates, and families. Children will love to talk about themselves!

Materials

- Computer
- *HyperStudio*
- Color printer
- Optional: External speaker, scanner, and/or QuickCam

Ahead of Time

- Create a basic template from *HyperStudio* for the book about babies. Once created, this template can be used each year. Include a location for the child's baby picture, current photo, a baby drawing created by the child, and an additional icon.
- Use *KidPix* or *HyperStudio* to draw a "baby" for the front cover of the *HyperStudio* book.
- Ask families through the newsletter to have their child bring a baby doll to the classroom to share with the other children.
- Ask parents to send a baby picture of their child. Post this photo on the bulletin board.
- Scan baby photos and save them as PICT files for use in the *HyperStudio* stack.

Introductory Activity

- Post the children's and staff's baby pictures on the bulletin board.
- Videotape any animals in the classroom such as gerbils and their babies, or take pictures of baby gerbils. Plan to include these photos or videotapes in the "Baby" *HyperStudio* stack.
- Provide books about babies in the reading center.

Computer Activity

- Record children's voices to accompany their picture in the *HyperStudio* stack.
- Record each child in front of the video camera. Ask each child his/her name, age, and what they remember when they were a baby.
- Ask children to draw pictures of themselves when they were babies on an 8x11 sheet of paper. Save or scan as a PICT. Place the pictures in the *HyperStudio* stack.
- Gather children to the computer center. Calibrate *HyperStudio* for recording. The facilitator says, *"This book is by ...."* and each child records his/her own name. Immediately after recording, save the recording by pressing "Command (Open Apple) S."
- Set up the computer center with the "Babies" *HyperStudio* stack. This could be done for Open House or a Family Night. Family members can view the "Baby" *HyperStudio* stack with their children.

Extended Activity

- Use the software program, *Ruff's Bone*. Develop a theme around the family members or pets. The following books support this theme:

A Baby Sister for Frances (Hoban, R.)
Arthur's Baby (Brown, M.)
Baby-O (Carlstrom, N.W.)
Chicken Pox (Bridwell, N.)
Clifford and the Grouchy Neighbors (Bridwell, N.)
Clifford Gets a Job (Bridwell, N.)
Clifford the Big Red Dog (Bridwell, N.)
Clifford the Firehouse Dog (Bridwell, N.)
Clifford the Small Red Puppy (Bridwell, N.)
Clifford's Bedtime (Bridwell, N.)
Clifford's Birthday Party (Bridwell, N.)
Clifford's Christmas (Bridwell, N.)
Clifford's Family (Bridwell, N.)
Clifford's First Halloween (Bridwell, N.)
Clifford's Halloween (Bridwell, N.)
Clifford's Happy Easter (Bridwell, N.)
Clifford's Manners (Bridwell, N.)
Clifford's Pals (Bridwell, N.)
Clifford's Puppy Days (Bridwell, N.)
Clifford's Word Book (Bridwell, N.)
Good Dog, Carl (Day, A.)
Here a Chick, There a Chick (McMillan, B.)
Hey Diddle Diddle and Baby Bunting (Caldecott, R.)
Let Me Tell You About My Baby (Banish, R.)
More, More, More, Said the Baby (Williams, V.B.)
Mrs. Goose's Baby (Voake, C.)
My Friends (Tafuri, N.)
Rodney's Inside Story (Barasch, L.)
So Much (Cook, T.)
The Baby's Catalogue (Ahlberg, J., & Ahlberg, A.)
The Three Bears (Barton, B.)
Two New Sneakers (Tafuri, N.)
When You Were a Baby (Jonas, A.)
Where's the Baby? (Hutchins, P.)

- Create a guessing game with the children's photo pasted on the bulletin board. See if the children can guess each others' baby pictures.

Summary

Children will create their own stories about themselves at the computer that will be enjoyed throughout the school year. It is amazing when children select the "computer center" and independently choose the *Baby* stack from *KidDesk*. Children will talk about themselves, engage in conversation, and share this story with the other children at the computer center.

HyperStudio

Friends Around the World

Introduction

HyperStudio can become a tool to enhance language while uniting friends around the world in a personalized stack. Speech is expanded as children study cultures through discussion, video, and books. After becoming familiar with children around the world, this stack will apply children's knowledge of friends while expanding creativity. Children can tell stories and describe characters and their actions while gaining awareness of their cultural heritage. The stack brings each individual child, using their scanned photograph, together with a drawing of a child that was chosen as a friend. Children describe what they would do if their new friend came to visit. The drawing can be scanned and come to life as children add animation and sound.

Materials

- Computer
- Microphone
- *HyperStudio*
- Flatbed color scanner
- Drawing materials
- Videos, books, songs, posters, and pictures of international children
- Old magazines (like National Geographic) or catalogs with international themes
- *Choose a photography method:*
    - 35 mm camera and film
    - Digital camera

Ahead of Time

- Take photographs of each child in your class as well as a class photo. Use either a 35 mm camera or a digital camera. Prepare pictures for importing into the stack. Use a flatbed color scanner and scan 'friend' collage pictures. Also, scan children's drawings of what they would do if their 'friend' came to visit.
- Start a stack in *HyperStudio*. Create a title card (card #1) and type "Children Around the World." Load a photograph of the entire class as clip art.
- Add a new card (#1) and load a child's photograph as clip art. Insert the photograph on the far upper, left side of the card.
- Place the scanned image of the 'friend' as clip art and insert on the far upper, right side of the same card. Place the scanned image of what they would do if their 'friend' came to visit in the remaining space on the card. Using the text tool, type the child's name under his/her photograph and the 'friend' name under the corresponding image. Save the stack. Another option would be to put the child's drawing on the next card.
- Add a new card and repeat the above steps for each child in the class.
- Connect the cards with buttons placed in the lower right and lower left corners of the cards. You might use the globe icon.

Introductory Activity

- Share resources about children from various cultures including videos, books, songs, posters, and pictures with the class over a period of time. Place resources in the library center for exploration.

- Read one of the following books to the class during circle time: *Best Friends* (Cohen, M.), *Why Am I Different?* (Simon, N.), *Will I have A Friend?* (Cohen, M.), or *The Doorbell Rang* (Hutchins, P.). Encourage children to share thoughts and ideas about friends.
- Provide old magazines and/or catalogs with pictures or drawings of international children. Children can cut out pictures of their favorite children from other countries and glue on a white (8 1/2 X 11) sheet of paper. Ask the child to name their 'friend' or 'friends.'
- Give children drawing materials to make pictures of what they would do if their 'friend' (use name given above) came to visit. As the children make their pictures, talk with them about it. Write the dictated story and attach the story to the drawing.

Computer Activity

- Add sound buttons to the stack, with the children recording their own name and the name of their 'friend.' A sound button can be added for children to tell their stories or add sounds.
- Offer children the opportunity to draw on their pictures, adding details and color. The children can use the tools and colors to make adjustments.
- Suggest animation, giving children the opportunity to respond. If a child is interested, help create animation.
- Give children the opportunity to decorate the title page and create "The End" page with the tools and color palette in *HyperStudio*. The children can help make buttons to turn cards.

Extended Activity

- Make a classroom book by printing the stack, laminating, and binding the pages.
- Add dress-up items for international costumes: hats, shoes, bags, jewelry, cloth, bags, and beads. Invite parents to share international items. Also, use international cooking utensils (wok, tortilla press, chopsticks, etc.) for making international foods. Again invite parents to share recipes or even make an international dish with the children.

Summary

Although children may not have the opportunity to meet people from different countries, as children create *Friends Around the World*, they will have the opportunity to learn about other children through introductory activities to the stack, classroom activities, and the choices they make as they buil e stack. *HyperStudio* can help bring this idea to life for the child, with the addition of sou and animation.

HyperStudio

The Gingerbread Man:

A School Tour

Introduction

This stack provides a delightful way for young children to tour the school and meet various teachers and staff members. By using the familiar story of the Gingerbread Man, the teacher can help a 'gingerbread man' get lost and the children may go on a hunt for him. On the hunt, the children will meet different people who work to make the school run smoothly. This hunt will be video taped and used with the software program *HyperStudio* to create a stack with which children can interact.

Materials

- Computer
- *HyperStudio*
- Favorite Gingerbread Man book
- Video Camera
- Video Card in the computer
- Digital camera
- 35 mm camera and film
- Gingerbread cookies

Ahead of Time

- Prepare clues about the hidden location of the gingerbread man. Give the notes to different teachers and staff members throughout the school building. The clues will guide the children to the next location. Place the first note under a plate of cookies on the snack table.
- Ask another adult (e.g. teaching assistant or parent volunteer) to help photograph and video tape the hunt around the school building. Provide a video camera and 35 mm or digital camera.
- Take several of the gingerbread cookies to the final location of the "gingerbread man hunt," while children are out of the room (on the playground, at the gym, or in the library).
- Gather the class together. Invite the children to look at the cookies and count them. The children will discover several cookies are missing and that there are more children than cookies. Ask children for ideas to find the missing cookies. Talk with the children about going on a hunt to find the missing gingerbread man. Pull the note out from under the plate and read the beginning clue. Follow the clues through the school building. Meet the different teachers and staff members as you go. Videotape and take photographs of the children and staff interacting.

Introductory Activity

Read or tell the story of the gingerbread man. Use the book of your choice or one of the following: *The Gingerbread Boy* (Galdone, P.) or *The Gingerbread Man* (Kimmel. E.). Provide opportunities for children to share thoughts and ideas. After the story, bake and decorate gingerbread cookies.

Computer Activity

- Connect the video camera or video recorder to the computer. Open the *HyperStudio* application and start a new stack. Ask the children to help name the stack and make a title card. Children can use the tools and color palette to decorate the first card. Ask children to help select the still frames and video clips to put in the stack. Children can help add new cards and add buttons for turning the pages. Work with the children to sequence the cards in the order of the hunt for the gingerbread cookies. Use the storyboard feature in *HyperStudio* to move the cards around, placing the cards in sequential order. Encourage children to help add text blocks and buttons for sound and animation.
- Provide opportunities for children to explore the stack on their own.

Extended Activity

- Invite parents to the classroom to help bake and decorate gingerbread cookies. Parents might want to go on the hunt with the class.
- Act out the gingerbread story using stick puppets or dress-up props.
- Make a classroom book by printing the stack, laminating pages, and binding. Create individual books or a classroom book to add to the reading center.

Summary

Reading and producing *The Gingerbread Man* stack at the beginning of the school year is a wonderful way to introduce the children to the people in your building. This tour also gives the adults in the building (for example: principal, secretaries, custodians, teachers, and cafeteria workers) the opportunity to interact with the children in a fun and unique way.

HyperStudio

I Went Walking

Introduction

This stack takes a traditional childrens story, *I Went Walking* by Sue Williams, and turns it into a classroom book about the children's school, neighborhood, or town. The people, objects, and animals found in the environment offer many opportunities for exploration. Take a drawing pad, camera, and your imagination along on a walking trip and record the things seen. The childrens' observations will make a wonderful story to be told in *HyperStudio: I Went Walking*.

Materials

- Computer
- *HyperStudio*
- *As I Went Walking* (Williams, S.)
- Choose one or more of the following:
  - Camera and Scanner
  - Digital Camera
  - Video Camera (optional)
- Drawing Pad

Ahead of Time

- Plan a walking trip.
- Record the trip with a drawing pad, or use a digital camera with the children to record what they see on their trip.
- Print out the digital images and post them on a bulletin board near the computer.
- Hang child-drawn pictures on the bulletin board.

Introductory Activity

- Read *I Went Walking*.
- Discuss the story and ask children to predict what they might see if they took a walk around the school, neighborhood, or town.

Computer Activity

- Decide with the children if they would like to use a digital image for their page in the story, a hand drawn and scanned image, or a drawn image using the tools and color pallet in *HyperStudio*.
- Launch *HyperStudio* and open a "new stack."
- Design the title card during group time. Children might want to use the title of the book, adding the name of the places. For example: As I Went Walking in My School (Town, or Neighborhood).
- Add a "new card."
- Work individually, in pairs, or a small group. Children can add their images as clip art, or use the tools to recreate what they saw on the trip. For a personalized effect, each child can add a picture of themselves on the card. (This works well for many stacks. Keep a file with children's pictures. Children can add their picture as a graphic object. This way the file can be moved, but children cannot use drawing tools to alter the photograph.)
- Add text to the card using the text tool found in the tool box or choosing "text object" from the Objects menu. The text should correlate with what children dictate about their walk.
- Record canned sounds or child-created sounds that correlate with objects in their picture

and/or read the text that was dictated about their walk.

- Invite the people into the classroom who have been added to the stack by the children (e.g. principal, cook, janitor, neighbor). These people can personalize the stack with their own voices.

Extended Activity

- Extend the walk to other places, buildings found in the area (post office, grocery store). Turn the tour of the school into a study of the community.
- Make footprints of children's feet on large mural paper. Did anyone see any animals on their trip that had different footprints? Extend the stack to an animal stack. What kinds of animals were found on the walk? Take a trip to a local park. Are other animals found in the park? zoo?

Summary

Beginning with the world directly around them, children can venture out into their community. They will find that the area around them holds much excitment and many adventures.

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HyperStudio

An Interactive Field Trip

Introduction

Field trips are an important experience for children in early childhood classrooms. Trips may be planned around topics discussed in the classroom and around themes. The local community may have an industry or a historical feature that would be interesting for a field trip. Places to visit may include: YMCA, park, library, Post Office, bakery, fire station, green house, bowling alley, newspaper office, or a tall building. Activities and discussions about the field trip may enhance language and cognitive skills in young children.

Children can retell their field trip experiences through art work, written expression, drama, and storytelling. *HyperStudio* can then be used to incorporate the children's products into a unique story to be retold on the computer. The field trip experiences come alive on the screen as familiar pictures, people, artwork, and voices appear in the class' story. By helping develop this computer story, children gain skills in sequencing, communication, identification, and social interaction as well as pride from seeing their own art work and story on the computer.

Captured on disk, this story can be viewed at family nights, during open house, and in other early childhood classrooms. Many activities can be developed around the children's computer story. The children can relive their field trip during computer time. Copies of each child's story can be shared at home and in the reading center.

Materials

- Computer
- *HyperStudio*
- Microphone - compatible for the computer
- Color printer
- Camera and film
- Color Flatbed Scanner (optional)

Ahead of Time

Create a basic template for each child's stack.

Introductory Activity

- Introduce the field trip to the children. For example: encourage the children to predict what they would see and do on the field trip. Record their predictions.
- Take children on the field trip. Children can take pictures and videotape during their trip.
- After the field trip, encourage the children to talk about what they saw. Ask questions about their favorite parts or what something looked like? For sequencing, ask questions such as: *"What came first?"* or *"What came next?"* This allows the children to be reminded of what they did and the experiences they had. Write comments on large tablets.
- Encourage the children to draw pictures of their field trip experience. These drawings can be scanned and saved for future use in *HyperStudio*. (Knowledge of using a color scanner is recommended. A scanner is used to transfer photographs, pictures, children's artwork, and written material onto a computer disk. Once these images or written words are in a file, they can then be placed in a graphics program or in *HyperStudio* for modification or further use.)

Computer Activity

- At the computer center, with children taking turns, draw pictures of their experiences using the drawing program in *HyperStudio.* Save each picture to disk. While some children are at the computer center drawing, other children can draw pictures of what they saw using color markers at the art center. Ask leading questions that encourage the children's involvement with recalling the trip, such as; *"What was your favorite part of the field trip?"* or *"What did it look like?"* Facilitate discussion among peers about what they liked.
- With a facilitator at the computer using *HyperStudio,* encourage children to retell their experiences. Record their voices and save to disk. Use the recordings to describe what was in their picture and/or their experiences.
- During teacher prep time, combine the children's stacks using *HyperStudio.* If a color flatbed scanner is available, scan the children's artwork from the field trip. Save the pictures as "PICT" to disk. Place into *HyperStudio.*
- Once this is completed, begin the day at the computer center with a child's stack on the computer. Encourage the children to talk about who's in the picture, who made the picture, whose voice is speaking? Children then can relate this story to books or objects from the field trip.

Extended Activity

Make a Classroom Book: During the field trips, children can take photographs. Develop the photographs. From *HyperStudio,* print each child's story using a color printer. Laminate the pages. Bind the pages and photos together to create a book. Individual or group books can be created.

Summary

This unique story created with *HyperStudio* allows children to relive and share their field trip experiences with family and friends throughout the school year. Adaptations with input methods and overlays (such as Discover: Kenx) insure that every child in the classroom can participate equally in the activities.

HyperStudio

Kooky Colors

Introduction

From an early age, children love to hear rhyming words and are fascinated with colors. Bringing this all together, the *Kooky Colors* book offers children the opportunity to listen and play with words in rhymes, illustrate the rhymes with animation, and add color to the picture to match the rhyme. Kooky Colors takes a character, adds color and animation, and a matching rhyme that children will play over and over. Although the original stack is a template, children will be able to contribute color choice, sound, and animation ideas.

Materials

- Computer
- *HyperStudio*
- Microphone
- Flatbed color scanner
- Camera
- Paper and markers
- *Kooky Colors* rhyme
- *Crayola Make a Masterpiece* or other graphic software program

Ahead of Time

- Ask children to help design a kooky character. The character may resemble a monster, an M & M, or any other object that children would like to put in their story. Children may design their character on the computer or with paper and markers. Scan monster pictures and save as a TIFF, PICT, or JPEG file.
- Open the program, *HyperStudio*, and select "new card." Under file, add the monster as clip art.
- Add buttons on the right and left hand corner of the card to go from one card to another. After the monster and the buttons have been added, copy the card, and paste.
- Paste the card until you have added as many cards as you would like in the stack.
- Save the stack as Kooky Colors Template. This part of the stack can be used over and over each year.

Introductory Activity

Offer children blank white paper and a box of 8, 16, or 24 crayons. As the children draw pictures, talk about the colors. Discuss the light and dark colors or the colors that appear to be close to the same color group (complementary colors).

Computer Activity

- Share the stack in a group activity each day as children choose one or two colors to add to the *Kooky Colors* book. After children choose a color from a box of Crayola crayons, find the matching color in the color pallet of *HyperStudio*. Using the paint bucket, a child can pour the color into the kooky monster. Add a "text object" under "Objects." Write the words for the *Kooky Colors* rhyme to go with the color (see below) or make one up with the class.

Kooky Colors

by: A Kindergarten Teacher

Black, black plays quarterback.
Blue, blue is sick with the flu.

Brown, brown your jeans fell down.
Gray, gray ate a lunch tray.
Green, green is a dancing queen.
Orange, orange squished an orange.
Pink, pink sat in a sink.
Purple, purple had to burple.
Red, red forgot his head.
White, white smiles at night.
Yellow, yellow sat in jello.

- Ask one or two children to help you record the rhyme on each page. Edit the "text box" by choosing the editing arrow from the tool box and double clicking on the text box. Choose "Record a Sound."
- Children may want to create an animation to go with the kooky color rhyme. Under "Objects," choose "Add a button." In the action dialogue box, choose animation from the card. Create a path animation.

Extended Activity

- Place a graphics program like *Crayola Make A Masterpiece* on the computer. Children can make color choices. Talk about the color names that they are using for their drawing and painting.
- Make stick puppets using the printed kooky color characters. The puppets can be placed in the storytelling area or in the computer area to be used with the *Kooky Colors* book.
- Hold a Kooky Color play and invite children from other classrooms. Design masks from the *Kooky Colors* book.

Summary

Offering children rhymes and the opportunity to play with words, supports emergent reading. Throw in the opportunity to learn concepts about color, the word that names the color, and action words with animation, and children are provided a great opportunity to author a *HyperStudio* stack while meeting curriculum goals.

HyperStudio

Mouse Views

Introduction

Illustrations in picture books can be an excellent tool for children to make predictions. Following the format of the picture book, *Mouse Views: The view of a classroom pet*, children take close-up photographs of objects and combine the pictures in a *HyperStudio* stack that provides classmates opportunities to sharpen their observation skills. The contribution of each child will increase social interaction and give opportunities to hypothesize. Labeling objects provides opportunities for children to make connections between a picture and the written word.

Materials

- Computer
- *HyperStudio*
- Microphone
- *Mouse Views: The view of a classroom pet* (McMillan, B.)
- *Choose one or more of the following:*
  - Flatbed color scanner, 35 mm camera
  - Video camera and video-in card
  - QuickCam
  - Digital camera (such as QuickTake)

Ahead of Time

- Talk to the children about taking photographs and handling the camera (either a regular or digital camera can be used). If the children are photographing people, explain that they need to ask permission. Ask children to decide what to photograph, before they use the camera.
- Each child will take two photographs: one close-up and one at a regular view. If using a digital camera, the adult may need to assist the child. The adult might want to take the same picture again. The teacher will need to prepare pictures to load into the stack.
- Ask children to take pictures of the classroom pet. Either scan photos or load the digital image.
- If a video camera or QuickCam can be used, take movies of the children playing in the classroom or with the classroom pet. Still pictures taken with a 35 mm camera or digital camera can also be used.

Introductory Activity

In preparation for creating the stack, conduct one of the following activities:

- Read the book, *Mouse Views: The view of a classroom pet*, with the children.
- Introduce a pet into the classroom and discuss the different objects the pet may see around the room.
- Prompt children to crawl around the room looking at objects form a different perspective.

Computer Activity

- It is now time to start the *HyperStudio* stack. Open the *HyperStudio* application and choose a new stack. Create and name a title card (card 1), "Mouse Views: The view of a classroom pet." Add the classroom pet's picture on this page.
- Choose a "New Card" (card 2). Add a close-up view of an object as clip art. Select the text tool and type a line of question marks under the picture. Ask children to help type the question marks.
- Add another card (card 3). Place the regular-view on this page as clip art. A small picture of the classroom pet could be added beside the picture.
- Create a text block under the regular view and encourage the child(ren) to label the object. The child(ren) can type the letters and/or words. If the child wants to use invented spelling, that is okay. You might want to use the text tool and type the word correctly under the child's word.
- Add sound buttons to the cards if the children are interested. The children could label the picture, talk about the two different views, say their name, or record a sound.
- Repeat the close-up and regular view card for each child in the program.
- Ask children to help add buttons to connect the cards. At the end of the stack, the teacher might want to add a new card with rolling credits, giving recognition to all the children.
- Add video clips to cards in the stack. The children can help decide where to place the movies.

Extended Activity

- Print the stack. Laminate and bind the pages to create individual books or a classroom book for the library center.
- Take a tour of the classroom. Ask children to pretend they are pets and take them on a tour of the school to view classes, children, and staff. This is a good time to become acquainted with the people in the school environment. Take the video camera or digital camera along to view the tour in the classroom.

Summary

Flexibility is important. Children can make suggestions about other buttons to add. Some children may want to animate their pictures using the path or frame animation. A child might like to put a movie on his/her page. Some children can be guided through these steps, while others may need more direct help.

HyperStudio

Nutrition

Introduction

Eating healthy and learning about the food groups is important at any age. Discussing the foods that you eat, choosing a favorite food, and classifying the food into groups on the food pyramid makes a fun, personalized food book that is educational.

Materials

- Computer
- *HyperStudio*
- Microphone
- Choose one or more of the following:
  - Flatbed color scanner, 35 mm camera
  - Digital camera
  - QuickCam

Ahead of Time

Ask families to find and send in the packaging from foods that contain the food pyramid. Construct a bulletin board of the food pyramid symbols. Arrange and classify the different food packages.

Introductory Activity

- Ask children to draw a picture of their favorite food with paper and markers . Classify the children with their favorite food drawing into food groups. Take a picture of each group of children holding their pictures.
- Take individual pictures of each child holding favorite food picture.

Computer Activity

- Launch *HyperStudio* and open a "new stack."
- Draw the food pyramid onto the title page or use a scanned image of a drawn picture.
- Add a "new card." On the second card, bring one of the group pictures in as a "graphic object."
- Under the image, use the text tool to write foods the children have represented with drawings. These labels will later link to a picture of that food.
- Repeat this step with each food group found in the pyramid.
- Add a "new card." Import an image of an individual child holding the favorite food picture. Repeat this process, creating a new card for each child.
- Working with individual children, ask them to record a short story about their food. This may range from labeling to a more informational paragraph or a story about their favorite food. The words can be recorded by a adult while the child dictates, or the child can type. A sound button can be added with the child recording the written text.
- On the card with the group picture, create an invisible button and place over the group image. This button will link to the individual picture and story.
- The individual child card should also link back to the group picture on which this food is found.
- If two or more children have chosen the same food, link the individual cards in a linear fashion. (The last card will go back to the group image).
- Repeat this activity for each individual image.

Extended Activity

- Cook favorite foods. Children can try foods that they may have never eaten.
- Hold theme days with the different food groups. During [illegible]table and fruit day, bring in unusual vegetables and fruits to eat.
- Invite the school cooks to share nutritional information with the class.
- Take a tour of the kitchen in the school. Go to a fast food restaurant. Compare the methods used to cook the foods prepared in both places and at home.

Summary

At a young age, children form impressions about different foods from the color, the texture, and the taste. Studying the foods and learning more about food groups is educational and guides children in making nutritional choices about the foods they eat. A nutrition stack can help children organize thoughts about favorite foods.

HyperStudio

Self-Portrait

Introduction

Opportunities for increased awareness about themselves and those around them can provide a way to promote a young child's positive self-image.

Materials

- Computer
- *HyperStudio*

Ahead of Time

Invite families to send photographs from home, including pictures of their child as a baby, and photos of other family members and pets, to school to be used as part of a customized program. Children can discuss pictures as they are brought to class and decide how they can put their story on the computer.

Open *HyperStudio* and select "New Card." Create a stack of cards about each child in the class by placing photographs and drawings in the program. Record the child's voice explaining what each picture is. If possible, record family member's voices introducing themselves. This could be done during a parent group meeting at the beginning of the school year or during a special visit to the class. Add the voices to the child's stack where possible. Design each stack so that there are designated hot spots the child can identify easily. Also add some surprise spots for interaction.

Encourage children to draw a picture of themselves, family members, and pets. These drawings can then be added to their stack and animated.

Introductory Activity

- Talk about families. Read a book about families. Each child can talk about the people in his/her family. Help the children think of things that happened during their childhood. Ask them to tell stories about themselves. Let the children draw pictures of their families using crayons, markers, or a graphic program such as *Kid Pix Studio*. Include the drawings in the *HyperStudio* stack.

Computer Activity

- Encourage children to share the stories about themselves with the other children. They can demonstrate their own story to the class or have an adult assist in showing the stack. Encourage children to talk about their family members and the contents of their story.
- Print two copies of each child's story. One copy can be placed in the book area of the class and the other copy can be sent home.

Extended Activity

- Encourage children to do some record keeping on variables related to the families. Children can keep track of how many brothers and sisters are represented by the whole class. How many live in town, country? How many have pets, and what kinds?
- The children could put together a class album of school activities similar to their family books. Encourage children to talk, draw and write about their friends at school.
- Children can draw pictures of their friends and experiences in school. Put [illegible] pictures together as a class book. The children can "write" a story on their page. [illegible] the story together as a group. The book can be sent home with each child to be shared with family members.

Summary

Using the computer, children can create a story about themselves complete with video and animation. These activities help enhance a variety of emergent literacy skills as well as promote a positive self image for the child. The technology offers an exciting way for children to share their family and school experiences. Through adaptations, all children can participate in this story-making activity and share their stories equally.

HyperStudio

The Songs We Sing

Introduction

Many teachers have a group time when children come together for a learning experience. This time is often made up of routines from singing songs to storytelling to calendar activities. The song stack is designed to facilitate connection to print with words from songs visible to all children. Bright colors in the text, sound, and animation help children connect words to the text shown on the monitor. This stack can be used year after year and is often designed by the teacher, with each years' group of children adding their own personal touches. This stack was designed for a classroom using a computer with video out and connected to a large television monitor. The stack then became visible to the whole class during group time activities.

Materials

- Computer
- *HyperStudio*
- Microphone
- Optional, choose one or more of the following:
    - Video camera and video-in card
    - QuickCam
- Computer with video out connection (optional)
- Television monitor (optional)

Ahead of Time

- Open a "new stack" in *HyperStudio.*
- Design a title card by placing titles of songs and rhymes children will use throughout the year. This may include a song for the days of the week, a weather song, or the alphabet song. Leave room to add songs throughout the year.
- Type the words for the song on a separate card. (This may take more than one card for each song.) Use a large, readable font.
- Connect each song card back to the title card.
- Add an invisible button on the title card. Place it over the name of a song to connect to the card where the song is displayed.
- Repeat this process until all song titles are connected to the appropriate song card.
- Personalize the stack by asking children to add sound for song titles and singing the songs.
- Create animation to illustrate the words.

Introductory Activity

Introduce the stack by connecting it to the individual experiences of the classroom and the activities that are taking place. Each class will have different songs and reasons that make the rhymes and songs found in this stack important.

Computer Activity

This stack is designed to be used with a group of children as they go through the routine of their daily group activity. Personalized touches (sound, drawings, and animation) can be added to the stack during computer time.

Extended Activity

- Share a hard copy of this stack with parents. The stack may help families see how the computer is used as well as offer insight into what their children are doing at school.
- Show the stack during Open House when families are learning about classroom activities. Routine activities are important for both the child and families as they learn about the songs and rhymes that take place everyday in the classroom.
- Add video clips to the stack of children singing, illustrating, or acting out the rhymes and songs.

Summary

Routine activities, such as sitting on the carpet and singing songs or repeating rhymes, take place every day in many classrooms. Add personalized and visual touches by authoring and introducing a "song" *HyperStudio* stack to the classroom.

HyperStudio

What Do You Hear?

Introduction

Stories with repetitive language can be excellent tools for enticing listeners to join in during oral reading and increasing social interaction and communication. Young children continue to be egocentric and consider themselves the center of the world. Using *HyperStudio*, children can identify with the character and the story when they apply a familiar repetitive tale to become authors and illustrators using their own drawings and words. Pictures and video can be added to bring the stack to life and personalize the story.

Materials

- Computer
- *Polar Bear, Polar Bear, What Do You Hear?* (Martin, B.)
- *HyperStudio*
- Choose one or more means for children to create a drawing:
    - *Kid Pix Studio*
    - kidDraw tablet
    - Large sheet of white paper (the size of the scanner is an ideal size), markers (dark colors), and paints
    - Flatbed color scanner
    - Digital camera

Ahead of Time

- The teacher will need to scan the animal drawings the children made and save the images. Short video clips can be taken from the video captured earlier.
- Start a new stack, create and name the title card (1), "Children, Children, What Do You Hear?" Later you may ask the children to title the stack as a group. Add a movie to the card of the children imitating the animals that were illustrated.
- Choose a new card (2) and create a text block on this card. It needs to be a large block to hold the sentence, "(Child's name), (Child's name), What do you hear?" Create a large, invisible button and place it over a large portion of the card.
    - Under "Things to do," choose New Button Action. From the disk library, choose Ghost Writer. In the field, hit the return button four times and type in the sentence "(Child's name), (Child's name), What do you hear?"
    - Under Things to do, add sound. A teacher, parent, or another child can record the words. When the button is created, it can be clicked on and the words will emerge as if they are being typed. The size and shape for the button can be manipulated to give the best effect.

Add a new card (3), and load the child's animal drawing, with dictated text, as clip art. Or add only the drawing and make a text block to type "I hear a(n) (animal), (animal sound) in my ear." Either picture may need to be re-sized to fit on the card. Add buttons to connect the cards. Repeat the steps for cards 2 and 3 for each child in the class. After all the cards have been added, add the last card with rolling credits.

Introductory Activity

- Read the book, *Polar Bear, Polar Bear, What Do You Hear?* (Martin, B.) with the children. Discuss the different animals and the sounds that they make. Play a tape of animal sounds and ask the children to identify the animals.
- After reading the book, *Polar Bear, Polar Bear, What Do You Hear?*, provide children with markers and sheets of white paper to draw an animal. Ask the children what animal they hear and what kind of sound the animal makes. Write the child's words down. Put in the format "I hear a(n) (animal), (animal sound) in my ear." Fill in the blank with the animal's name and the sound it makes. The children can move and act like the animals portrayed in their pictures. Capture the children's creative movement on videotape or on the QuickCam. Some children may choose not to act, but may say the words they dictated.
- Another method for preparing the images for *HyperStudio*, would be to ask the children to draw their animals in *Kid Pix Studio*. The teacher can type the child's words "I hear a(n) (animal), (animal sound) in my ear" below the drawing in *Kid Pix Studio*. The images with the text can be added to the stack as clip art.

Computer Activity

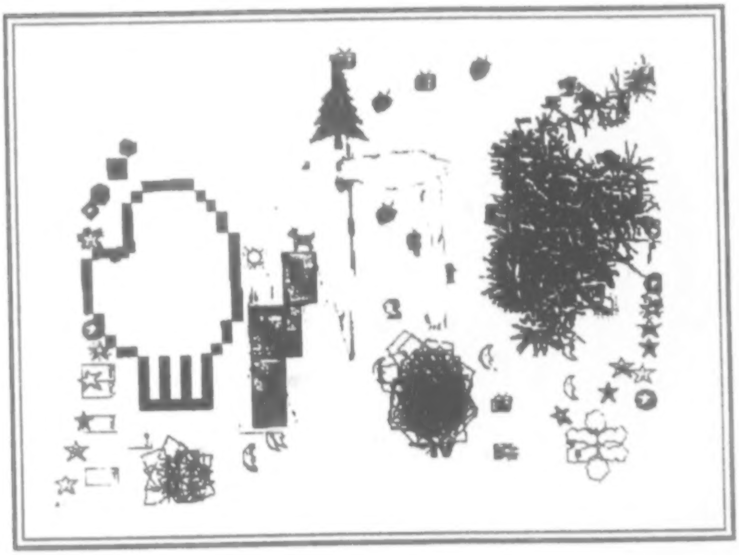
- After the children have explored the stack, let them add the sound for their words "I hear a(n) (animal), (animal sound) in my ear." Children can make new buttons on the text or edit the text block and record their words.
- Children may want to make buttons and add video using the Quick Cam. The children may pretend to be the animal, say the words, and/or make something up. Other children may want to animate their pictures.

Extended Activity

- Make a classroom book by printing the stack, laminating pages, and binding. Create individual books and/or a classroom book to add to the reading center.
- Create a play of the stack. Print each child's illustration (back print which is backwards) on 'iron on T-shirt transfer paper' with a color ink jet printer (do not print the words). Iron the image on a white T-shirt. With the teacher as narrator, ask the children to play the parts of their characters in the stack. Videotape the play for the children to review later.

Summary

Children should decide what to add to the stack as you guide them through the actual steps. Children can name their buttons, type the letters, help name files, and do the steps for animation. Some children might want to draw on their cards and add more detailed features.



CHAPTER SEVEN

Customized Activities and Adaptations

Customized Activities and Adaptations

With the many pieces of adaptive equipment available for young children today, activities can be fairly easily customized to meet a child's individual needs. Since mouse input is usually the standard method of input for most early childhood software, adaptations need to be made for those children who cannot use a mouse. Alternate input methods include switches, TouchWindow, Key Largo, and IntelliKeys. The method most suitable for a particular child can be determined through a technology assessment. Input from family, teacher, therapists, and other support personnel will be needed to set up the optimum computer environment for the child. Besides input method, the child's positioning and the equipment placement will also need to be decided. For further information on the specific procedures involved in a technology assessment, refer to *The Technology Team Assessment Process* (Hutinger, Johanson, Robinson, and Schneider, 1995). This section will address the process of customizing activities for switch, Key Largo, and IntelliKeys use. Procedures will focus on adaptations for the Macintosh computer, although similar adaptations can be developed for PC models.

Switch Input

Any switch can be used with the computer through a switch interface. The interface can be either a switch input box, such as the Macintosh Switch Interface or DJ PC Switch Interface from Don Johnston Inc., the input box on Discover:Kenx, or the switch input on the side of the IntelliKeys. All of these interfaces will allow a child to use a switch with software specifically designed for switch input. The differences between these interfaces is in the way commercial software can be customized for use with a switch.

Switch Interface

The Macintosh Switch Interface plugs into the ADB (Apple Desktop Bus) port on any Macintosh computer. Five holes on the box represent a Mouse Click, Command, 0, 1, and 2 keys. Since software programs vary in their switch set up, check the documentation for the appropriate hole on the switch input box. The Switch Interface can be left on the computer even when switch input is not being used. The device should not interfere with mouse or keyboard input.

Before using a switch with a child, prepare the environment by plugging the switch into the appropriate hole on the switch interface, opening up the software application, and checking the software set up to make sure it is on the proper setting, such as "one switch." Position the switch in a switch holder, on a switch mount or with Dycem or other non-slip material. The child is now ready to use a program, such as *Cirletime Tales Deluxe*, with a switch. A switch press will turn the page in the selected story. If the child continues pressing his switch while the page is being read, gentle assistance with words or signs will help him understand that he has to wait. Show him the visual cue of the arrow on the monitor or have him listen for the auditory cue which indicates when the switch should be pressed again.

Discover:Kenx

Another option for switch input is to attach a switch to the input box on Discover:Kenx or Ke:nx. (Note: Ke:nx is the former name of Discover:Kenx.) Discover:Kenx is an adaptive interface which allows the user to access any commercial software program through switch, Key Largo, or adapted keyboard. The input box contains three holes for switch use and a connection for Key Largo. Software which comes with Ke:nx contains set ups for using switch and alternate keyboard or Key Largo with several popular commercial programs.

Switch software can be used by turning on Ke:nx, starting the computer, then opening the Ke:nx Set Up named "Macintosh Switch." This set up can be used with programs already designed for switch use.

When using Jokus software programs, such as *Switch Intro* or *Toy Store*, select a special set up named "Jokus Software." After the set up is selected, the software application, such as *Cirletime Tales Deluxe*, can be opened. Insert a switch in one of the holes on the Ke:nx input box and test the switch with the selected story. If the switch does not work, try another hole. A certain switch hole may work for one program on a disk, but not necessarily for other programs on the same disk. Therefore, switch testing is recommended before the child begins using the software.

IntelliKeys as Switch Input

The IntelliKeys can also be used for switch access. The IntelliKey touch sensitive surface and two holes on the side for switch input. It connects to the ADB a Macintosh computer. IntelliKeys comes with seven overlays which are bar coded. The s can be used to replace letter, number, and function keys on the keyboard and mouse dir and click to replace the mouse.

To set the IntelliKeys up for switch input, a software program, *Overlay Maker*, is needed.

- Open *Overlay Maker* application. Select "New" under File.
- Select Switch 1 under Overlay in the menu bar.
- Designate what the key content will be or what key should be read by the computer when the switch is pressed. Commonly the Open Apple or Command key or the Option key are used. The key content will depend on what is indicated in oftware. For some programs it may be a number key or function key. If it is a number, t he number needed. If it is a function key or special character, select Special and Chara election can then be made from Keyboard Keys, Mouse Actions, or Set Up Characters.
- Adjustments in features, such as response rate or key sound, can be made. Also features, such as mouse arrows, can be turned on or off.
- Set up Switch 2, if needed, in similar manner.
- Save the overlay as "One Switch" or "Two Switches," or give it a more descriptive name if needed. If specialized software, such as Jokus programs, are being set up for switch use, a descriptive name, such as "Jokus Switch," may be desired.

Before using the IntelliKeys for switch input, the switch overla need to be sent to the device. Under File, Open the overlay, then select Send Overla last step will need to be done each time the IntelliKeys is connected to the computer. On verlay is opened and sent, that overlay will stay active until another one is sent or the computer is shut down.

Besides using the IntelliKeys as switch input for switch-operated software, this device can also be used with customized switch and scanning set up for any program. Through the use of *ClickIt!*, hot spots can be set on a screen.

- With *ClickIt!* installed and turned On in the Control Panel, open the software application to be customized. *Stellaluna* will be used as an example.
- Mark the page turning arrow as a hot spot on the first page, by pressing Control and Space. This activates the Click It Menu.
- Select Click Move from the menu. Mark a hot spot, such as the arrow for turning the page, by placing the mouse on the arrow, then press Space.
- Type in a descriptor, such as Turn the Page for the name of the hot spot.
- Designate a keystroke, by pressing a function key, such as Control along with a number or letter. For example, capital A would read Control Shift A as the keystroke. If only one hot

spot is being used on the page, then the keystroke and name will not matter. If more than one hot spot is being designated, then the alphabetical order of the names will matter. The scan will go in sequence alphabetically or numerically, so be sure it is named correctly. An easy way to name hot spots is to start with a) then type in a name. That way the scan will progress in the order of that initial letter.

- Add hot spots to the page as the child progresses to provide more options for interacting within the page. Start with one or two characters or objects, plus the arrow for turning the page. Limit the number of hot spots according to how many scanning choices you want for the child.
- Press Control and Return to start the scan at any time. Press Escape to quit the scanning mode. To make the scanning continue automatically after a selection has been made, press Control and Delete, which turns on Dedicated Scanning.

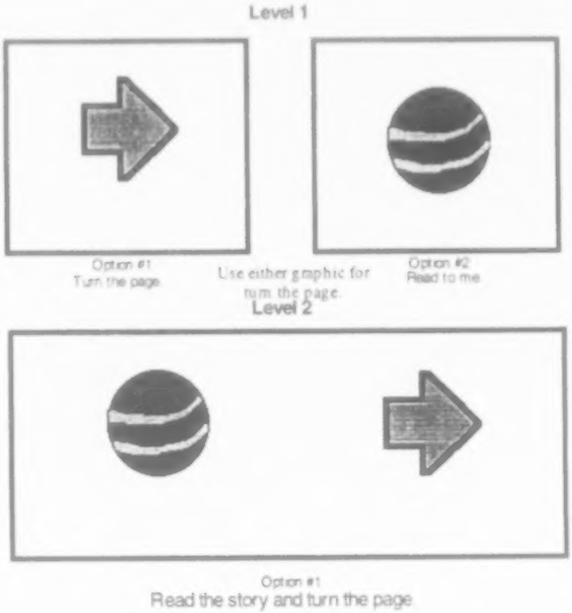
These same procedures can be used with any of the Living Books software or other commercial programs to add switch and scanning access through IntelliKeys.

Touch Tablet Input

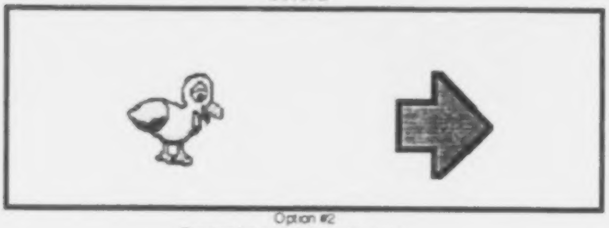
Key Largo

A progression of skills can be defined for young children who are beginning to use the Key Largo for computer access and who will eventually use the device for communication. At the first level, skills of attending to the overlay and causality of pressing the overlay to make something happen on the screen are encouraged. At the next level an option is added to activate a random character or object on the screen. As the levels progress the child is presented with more choices and more opportunities for interaction with the program. Through these overlays and activities the child begins to learn how to make choices and use the device to accomplish her desired goal. By mastering these skills she will then be able to use the Key Largo or a similar touch tablet as a communication device. The child can talk about characters in a story or indicate what she wants to eat or drink through customized picture overlays. These levels of touch tablet use also prepare a child for future use of a sophisticated communication device, such as the Liberator.

Just Grandma & Me

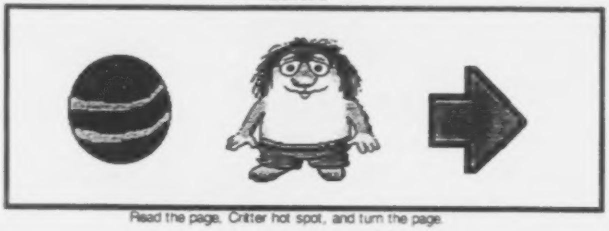

Level 1
Option #1
Turn the page
Use either graphic for turn the page.
Option #2
Read to me
Level 2
Option #1
Read the story and turn the page

Level 2



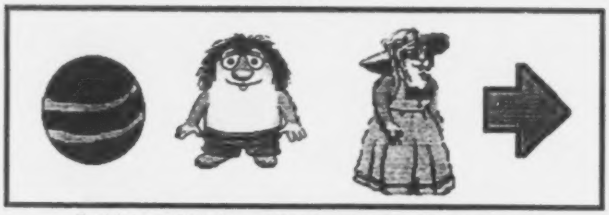
Option #2
Random hot spot and turn the page

Level 3



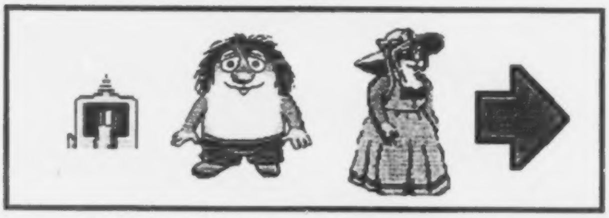
Read the page, Critter hot spot, and turn the page

Level 4



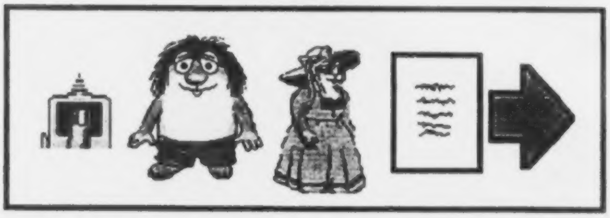
Read the page, Critter hot spot, Grandma hot spot, and turn the page

Level 5



Click, Critter hot spot, Grandma hot spot, turn the page

Level 6



Click, Critter hot spot, Grandma hot spot, read the page, turn the page

Levels of Touch Tablet Use

Six levels of overlays are presented here as an example of using a commercial software program, such as *Just Grandma and Me* [1](Broderbund), Ke:nx, and Key Largo to work on a progression of skills. Similar overlays and activities could be created using IntelliKeys and *Overlay Maker* (IntelliTools).

Communication Applications

The Key Largo can also be used with communication overlays to encourage language in young children. Characters, objects, and scenes can be captured from software and printed as an overlay to promote sequencing of a story or for creating new stories. The device becomes a method of interaction for those children who have little or no verbal communication skills.

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[1] Just Grandma and Me ©, 1992 Living Books. Graphics used with permission.

A customized overlay can be made for a program, such *as Storytime Tales*. Picture choices may represent communication phrases related to the software, desire to turn the page in the story, and comments on likes and dislikes of the program. A communication overlay can be made for "Forgetful's Secret" to go along with the curriculum activity in Chapter 4.

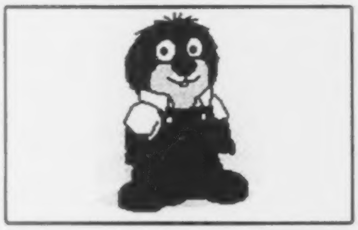
IntelliKeys

Activities can be customized for another type of touch tablet, the IntelliKeys. Ready-made set ups can be purchased to allow alternate access to popular programs, such as the Living Books series of software, *Thinkin' Things*, or *Millie's Math House*. Overlays are set up to give the child the ability to turn the page in a story by pressing anyplace on the surface of the device. Other overlays provide choices for page turning, activating hot spots in the story, having the page read, or going back one page.

Besides the commercially available overlays for IntelliKeys, customized set ups can be made to go along with any software program by using *Overlay Maker* and *ClickIt!* The following procedures are designed for making an overlay for turning the page in a story, such as *Just Grandma and Me* or *Just Me & My Dad*.

- Open the software. Follow the procedures in the IntelliKeys as Switch Input section to mark the forward arrow on each page as a hot spot. Designate the keystroke as Control Shift A.
- Open *Overlay Maker*. Select New under File to make a new overlay. Select the whole surface of the overlay as one input by clicking in the top left corner and dragging across and down to make one large box.

  Add a picture from the program's library or import a picture from the software which has been captured as a screen snapshot. A picture of Little Critter may be used for any of the Mercer Mayer stories on disk.



- Double click on the picture to designate the Key Content. Since Control Shift A is the entry that is needed, select Special Characters and add Control and Shift, then enter "a" on the keyboard. Select Done. Save and name the overlay.
- Before using the overlay with IntelliKeys it will need to be sent from your computer to the device. Select Send overlay under File and a message will appear on the screen indicating the overlay is being sent to IntelliKeys. If the IntelliKeys is not connected, you will receive a message stating that the device cannot be found. You will then need to Shut Down, connect IntelliKeys, open *Overlay Maker*, Open your overlay, and Send it again.
- Make additional overlays which contain two or more choices. To add other choices on the overlay, such as activating one or more of the characters in the story, corresponding hot spots will need to be set up throughout the story. Give the character the same keystroke name on each page, so that an area of the overlay can then be designated to correspond with that keystroke. Divide the overlay into the desired number of areas. Add the character's picture to an area and enter the key content which corresponds with the character's keystroke on the hot spot. This way when the child presses a picture of the character on the overlay, it will animate, no matter what page of the story he is on.

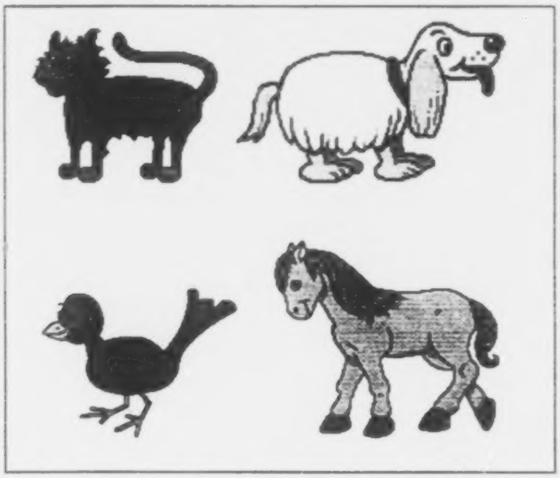
With these procedures overlays can be made to correspond to any software program. Children can then interact with characters and objects, and turn the page in the Living Books and other story programs by pressing areas on the IntelliKeys.

Communication Overlay for IntelliKeys

As with Key Largo, the IntelliKeys can be used with customized overlays for communication. Pictures and words can be inserted to relate to a theme in the classroom, recent experiences, such as a field trip, or functional phrases, such as "I want to eat." To create an overlay, the program, *IntelliPics*, is needed. This program has many features including a large picture library, options for adding animation, text, voices, and changing the size of images on the screen. The following procedures can be used to design an overlay of pets or animals. Children can use it to talk about their pets or to create a story about animals.

- Open the *IntelliPics* application and select "New" under File.
- Enter the name of the Activity, such as "Pets."
- Add a Picture by selecting Picture Item under Create. Click on New a nter the name of the item, such as "cat." Select Picture Library under Edit. Click on t me of the item, such as "cat," which you would like to use as a picture. Click Copy, select "Paste" from the Edit menu or use the Command V keys to paste the picture on the en.

- Add sound by clicking on Sound. Choose either: Synthesized Sound, in which the computer voice says the word which you type in, or Digitized Sound, in which case you record a word or phrase.
- Add animation by selecting Movement, then choose from a list of moveme hich appear on the screen. Also choose the speed of the moveme.
- Add other options by selecting Advanced. Features which can be added include caption under the picture, color, count, and frame animation. When all options have been selected for this first item, select Done.
- Add other pictures by repeating the above procedures to add more items to the overlay. Save the overlay in IntelliPics.
- Make an overlay to be printed by selecting "Make Overlay" under File. Select kind of items which you want to be seen on your overlay. If you want only your pictures to appear on the overlay and screen, then select only Picture Items from the list.
- Print the overlay by opening *Overlay Maker* application. Under File select "Open" and find your newly created overlay. Your pictures should appear on the screen.
- Place the pictures in the desired position by clicking on each picture and moving it. At this point other features in *Overlay Maker* may be used to finish the overlay. For example frames may be added around each picture, or color may be added to the background of the overlay.
- Save your overlay.
- Print the overlay by selecting Page Set-up. Change orientation to horizontal, and paper size to legal size. Insert 8x14 paper in a color printer and print the overlay.
- Use the overlay by opening *IntelliPics* application and your overlay file. Your pictu items should appear on the screen. Place the overlay on the IntelliKeys and press the pict s for activation. An example of a four choice overlay of pets is pictured on the next page.
- To limit the number of items which appear on the screen, select Activity Preferences and click only the Pictures box. The screen will then display only the pict re items.



Adaptations

With the appropriate input method and customized set ups, all children can participate in literacy activities. Children can interact within the pages of Living Books and other software by pressing a switch or touching the TouchWindow, Key Largo, or the IntelliKeys. All children become active participants in the story. Besides adapting the software for individual children, other adaptations may need to be made in the activities or the environment.

With Discover Kenx and Key Largo, or the IntelliKeys, a communication activity can be designed around any software program. An overlay can be created to provide a means for children to talk about Little Critter and his mother in *Just Mom and Me*, or Bobby, Molly, and Forgetful in *Storytime Tales*. The activities can be used individually or in small groups.

Children who are not able to communicate verbally could participate in discussions with an augmentative communication device. The device should be programmed with choices related to the software. Several small inexpensive devices are available through Ablenet, Don Johnston, Inc. , or TASH. These could be used during circle time or before, during, or after a computer activity. Families can continue activities at home if devices are available to send home.

Specific adaptations may need to be made for children whose disability prevents them from interacting with reading and writing materials. The following suggested adaptations are intended for children who have motor, auditory, or visual impairments, however other children may benefit from these ideas for simplifying or modifying activities.

Motor Impairment

The child's positioning and the equipment placement are important considerations when setting up activities for a child with motor impairments. Make sure that the child is in the optimal position for the activity. Parents, teacher and therapists should determine the best position and the child's most reliable movement. Position the monitor at the child's eye level.

Assess the child's ability to use an alternate input device. If the child is unable to use the mouse, the TouchWindow may be used, or an alternate input, such as a switch or Key Largo could be set up with Discover:Kenx. The IntelliKeys could also be set up for use as a touch tablet or switch. Make sure the input device is in a stable position and placed within easy reach for the child.

When using the TouchWindow, the monitor may need to be placed in a horizontal position or at an angle, if the child is unable to reach the screen in a vertical position. If the child is still unable to apply enough pressure to activate the device, another input method may need to be assessed.

If a touch tablet is being used, design overlays with large activation areas. If the child has difficulty pressing firmly enough to activate the touch tablet, adjust the sensitivity of the device if possible. Or try placing a small knob-like object on each area of the the overlay to make it easier for the child to activate the desired choice.

If the child needs switch input, choose an appropriate switch to match the child's abilities. Secure the switch with tape, Dycem, a switch holder or switch mount.

Auditory Impairment

Many early childhood educators are using sign language with all children during circle time and other classroom activities as part of a total communication approach. Signing can be incorporated into computer activities. For example, when talking about the story, "Bobby, Bobby," in the program, *Storytime Tales,* use signs for descriptive words in the activity, such as "clean" and "dirty." The same signs which are used while talking about a software program, could also be used during other curriculum activities. Ask a child to use his own familiar signs to contribute to part of the story.

Provide visual reinforcement for the child through facial expressions after she has made an accomplishment in a software program. Use a total communication approach (signs and voice) when asking for a response.

When using a touch tablet for communication, present the signs for each object which appears on the overlay. If needed, assist the child in pressing a picture after an object is presented in order to help the child understand the purpose of the activity. When the child chooses a picture on the overlay, draw his attention to the picture or word on the monitor, then show him the sign for the word.

For amplified sound, attach headphones to the computer or monitor, depending on the model, or to an external speaker. Consult an audiologist to see if this is appropriate for the child. Sometimes increased volume can be more harmful than helpful. Children with severe loss of hearing may benefit from a program which concentrates more on visual stimulus rather than auditory.

Visual Impairment

Story characters from the Living Books and other software can come alive for a child who is visually impaired through touching and exploring figures printed from the program. Make a small version of a story board with a variety of thick cardboard figures representing the people and objects from the program. As the story progresses on the computer, encourage the child to feel the figures to find the appropriate one to stick on his story board. In this way he can "read" along with the rest of the children by feeling the figures in his book. A similar activity can be done with a communication apron made of fabric to which figures can be easily attached with Velcro. The child can use the figures to communicate about the story.

When using an IntelliKeys or Key Largo overlay, add textures to the pictures to help the child identify what each one is. If possible, have a similar shaped object available for the child to handle. Allow the child plenty of time to explore the overlay to find a specific picture. Set up overlays so that specific requests or responses, such as Yes/No or Quit, are always in the same location. For example, "yes" is always in square 5 and "no" is always in square 6.

Use a textured book or one which contains Braille related to the content and screens in a computer program to help a child identify specific objects and characters. This book could be used off computer and sent home to be shared with family members.

Attach textures to each switch to help the child locate the switch. This may also be helpful if the switches are used for communication. The textures could identify the request or item being activated by the switch.

To enlarge objects or text on the screen use Close View in the Macintosh System software, or use a magnifying screen which attaches to the monitor. Also some children may benefit from a larger monitor. There are many different models and size screens for monitors on the market.

Sounds which are distinctive in programs may be used to help children participate in controlling a program. Children can benefit from the various voices, sounds, and music which can be heard in many software programs. Since recorded sounds are used as sound effects, it is easier for children to identify the sound with the real object.

For some programs, a tactile overlay could be used with the TouchWindow. Programs, such as the *McGee* series, with distinct activation areas which remain the same from screen to screen, would be suitable. Use puffy paint to mark the activation areas on the overlay. For example, four large dots of paint could be used on the bottom part of the overlay for any of the *McGee* programs. Encourage the child to feel the dots and push to activate the program.

Activities

Curriculum activities can be designed around switch-operated software, such as *Switch Intro* or *Workshop*, to reinforce literacy skills. The following two activities are provided as examples. Individualized activities which reinforce IFSP/IEP goals can also be developed for use with a switch or a touch tablet, such as IntelliKeys or Discover Ke:nx. Similar adaptations can be made to curriculum activities found in other chapters to insure that all children have equal opportunity for participation.

Switch Intro

Publisher

JOKUS™ Software

System Requirements

Macintosh

- Macintosh LC or higher
- System 7.0 or later
- 8 MB RAM
- Color monitor

Other PC

- Not available at this time.

Optional

- External Speaker
- Switch interface/switches
- Touch Window

Software Description

Switch Intro is a simple switch program for Macintosh computers. The nine different activities include: "Colors," "Hidden Pictures," "Piece by Piece," "Willy the Worm," "Step by Step," "Make It Sound," "Start to Scan," "Match Scan," and "JigSaw Pictures." Single switch, two switches, mouse, or the keyboard can be used. Scanning speed can be set a t slow, medium, or fast. Other options include turning the sound off, selecting pictures at random or in sequence, and setting the number of hits on a switch before a picture is completed. These programs include activities that will help young children develop an understanding of causality, improve visual tracking abilities, and begin scanning and matching skills. Children can also learn to release a switch in an appropriate manner. Simple off-computer activities for young children can be easily adapted to support these computer activities.

Switch Intro

Introduction

When a child needs switch access to the computer consistent use of a switch software is recommended to help develop early switch skills. *Switch Intro* is a simple switch program that helps children develop early literacy skills as well as needed switch skills. Skills needed for appropriate switch use take time to develop. The "Willy the Worm" portion of the program can be used to establish a child's understanding of causality and to explore switch placement for the child. A worm moves through a tunnel and down a path with each switch press. There is no auditory feedback from the program.

Materials

- Computer with color monitor
- *Switch Intro* - "Willy the Worm"
- Switch Input Box/Switch
- Toy worm
- Cardboard box tunnel

Ahead of Time

Paint a cardboard box to look like a tunnel. Purchase or make a green worm. Attach the switch to the appropriate hole on the switch interface, open the software application, and check the software set up to make sure it is on the proper setting, such as "one switch." Position the switch for the child using a switch holder/mount, or Dycem or other non-slip material.

Introductory Activity

Show the child the toy worm. Let the child play with the worm. Read a story such as, *Worms* (Literacy 2000) or *Worms for Breakfast* (Little Readers) to the child.

Computer Activity

After the child has been positioned at the computer center, the child is ready to use "Willy the Worm." Allow the child to press the switch to move the worm. Each switch press will move the worm through a tunnel. Ask the child, *Can you hide the worm in the tunnel?* While the child is activating the switch, move the toy worm in the cardboard tunnel. Then ask the child, *Show me how you move the worm out of the tunnel?* Other questions include: *Can you make the worm go fast?* or *Can you make the worm go slow?*

Discover:Kenx or Discover:Switch, can be used for auditory feedback. When the child activates the switch a "click" from the computer will be heard.

Extended Activity

As a classroom activity the children could create a story about Willy the Worm. For those who are unable to participate verbally in telling the story, a small communication switch, such as the BIGmack or OneStep, could have part of the story recorded into it. In this way the child can press the switch to participate in the storytelling.

Summary

"Willy the Worm" is a simple switch activity which promotes early literacy. Children will gain receptive language skills along with the ability to press and release the switch. This activity will also assist children in developing tracking skills which are needed for text reading.

Workshop

Publisher

JOKUS™ AheadMedia AB

System Requirements

Macintosh

- Macintosh LC or higher
- System 7.0 or later
- 8 MB RAM
- Color monitor
- CD-ROM Drive

Other PC

- 486 PC or higher
- Windows 95
- 8 MB RAM
- Color monitor
- CD-ROM Drive

Optional

- External Speaker
- Switch interface/switches
- Touch Window

Software Description

This CD has seven activities: The Alphabet, ABC Blast, ABC Cargo, 123, The Garden, TV Tales, and Crazy Songs. By activating a simple switch children can hear "Goldilock and the Three Bears," "The Lion and the Mouse," or "The Three Billy Goats Gruff." In "Crazy Songs," one can mix up one of the following songs: "Old McDonald," "Row your Boat," or "Ba-ba Black Sheep." Text options allow black text with a white background or white text with black background to be displayed. Capital letters or capital letters with lower case letters can be displayed on the screen. This program is excellent for group activities within the classroom. Options also include one or two switch input with scanning speed options. Before loading the icon menu, the facilitator can select the number of activities to be displayed on the screen. Sound and speech quality are good. Screens are simple but not overbearing. Some of the activities focus on letter and number recognition for kindergarten level.

Workshop

Introduction

The "Crazy Songs" portion of *Workshop* can be used to establish a child's understanding of causality, explore switch placement, and provide some basic emergent literacy nursery rhymes and songs. Once a the song has been created from the rhyme, the program will sing the song with the correct animation. Through consistent use of this program, a child can develop switch skills which will prepare her for later scanning.

Materials

- Computer with color monitor
- *Workshop* - "Crazy Songs"
- Switch Input/Switch
- Switch holder - optional

Ahead of Time

Attach the switch input box to the computer. Connect the switch to the input box. Boot the software program. Under "Settings," select one switch. Select other options such as activity choice, sound, and text options. Test the switch with the program before the children use it to make sure it is activating properly.

Arrange the computer center so the child can view the monitor at eye level. If having the computer on will distract children, place a sheet or computer cover on the monitor. When ready to use, simply remove the cover.

Various materials are available for secure switch placement for a child, Dycem, suction cups, duct tape, or even masking tape can be used. Children who exert a lot of pressure may still move a switch slightly out of place with these materials. A more secure placement is then needed to hold the switch. Consider using a switch holder to secure switch placement. This will allow the child to concentrate on the activity and the interventionist to concentrate on the child's reactions to the toy or software.

Introductory Activity

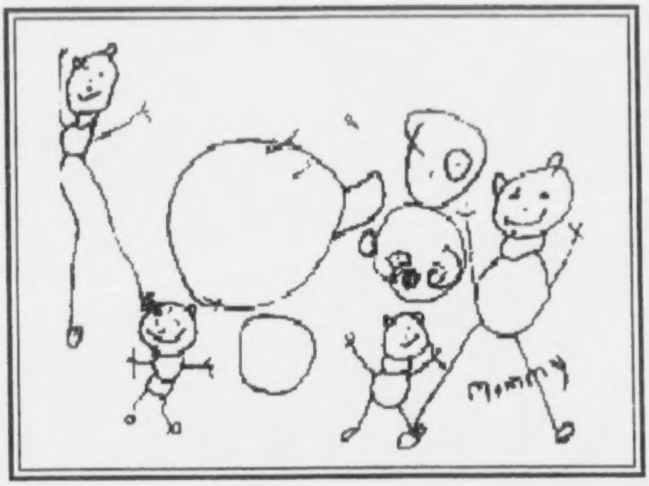
Read nursery rhymes to the child or children. Talk with the children about the different nursery rhymes and what happens in the stories.

Computer Activity

Once "Crazy Songs" is selected, activate the switch again to start the program. A visual and auditory cue will be presented on the monitor for the child to make a selection. After cues are presented, activate the switch again to select a choice between "Old McDonald," "Row Your Boat," and "Ba-ba Black Sheep." After cues are provided, allow the child to create their own "Crazy Song." When the song is completed, talk to the child about the song and animation. The child can put together the rhyme in the traditional manner or make up his own silly rhyme. Encourage the child to sing along with the computer.

Summary

This program offers a variety of literacy activities which can be accessed with a mouse or switch. A simple switch press will allow a child to create his own "Crazy Songs." Other activities include "ABC Blast," "The Alphabet TV Tales," and "In the Garden" which will also help children develop emergent literacy skills.



CHAPTER EIGHT
Family Involvement

Family Involvement

UNITY

I dreamed I stood in a studio
And watched two sculptors there,
The clay they used was a young child's mind,
And they fashioned it with care.
One was a teacher; the tools he used
Were books and music and art;
One was a parent with a guiding hand,
And a gentle, loving heart.
Day after day the teacher toiled,
With touch that was deft and sure,
While the parent labored by his side
And polished and smoothed it o'er.
And when at last their task was done,
They were proud of what they had wrought.
For the things they had molded into the child
Could neither be sold or bought.
And each agreed he would have failed
If he had worked alone,
For behind the parent stood the school,
And behind the teacher, the home.

- Anonymous

The words in the poem above, used in preschools across the country, express the ideal relationship between a teacher and a parent. When school and home work together, a child is assured of having every opportunity for success. Families play an essential role in the education and growth of their children. Their degree of involvement effects emergent literacy as well as other areas of development in their children.

Levels of Family Involvement

Family participation can be integrated into the technology literacy curriculum at three levels: 1) awareness; 2) assistance in integration; and 3) adult productivity applications. Realizing that families are unique with different interests and commitments, each level offers participation in various forms.

Awareness Level

Each family participates at the awareness level in individual ways. First and foremost is just knowing that the computer and related activities are being used in the classroom. Families can be made aware of the many benefits technology and literacy activities offer for young children. Teachers share information with families at the beginning of the school year during their initial contact, in informative notes when outlining the content of the curriculum in the classroom and through periodic newsletters. Families continue to stay informed when teachers send newsletters home containing information about what is going on in the classroom. Teachers also may communicate with families on an individual basis when sharing scenarios describing a child's interaction with the technology and an important outcome.

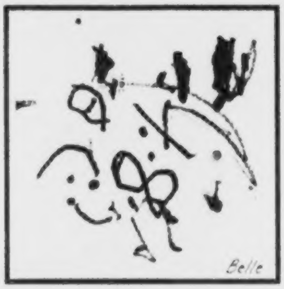
Families are kept aware of the technology literacy activities as children bring their computer creations home. A printed copy of a *HyperStudio* stack, a *Kid Pix Studio* drawing, a scene created with *Stone Soup* or *Stanley's Sticker Stories* are examples of some of the products children can share at home with family members. As the family asks questions about the products, they realize how their very young child can interact, produce materials, and benefit using the computer.

Family Invitations

Besides receiving materials at home, families may be interested in seeing first hand what their children are doing with technology. Invite families into the classroom to see what the children have made with *HyperStudio*. Off-computer activities could be planned around a theme so that families can see how the technology is integrated into a variety of activities. For example, one classroom read *The Three Bears* book then acted out the story in play form. They made hats for the different bears and Goldilocks. They also painted the back drops for the different rooms in the house. On the computer the children helped create a *HyperStudio* stack around the Three Bears theme. The families were then invited to see the performance of the play on a particular day. Invitations were made on the computer with pictures taken on a digital camera and downloaded into *Print Shop*.

Computer generated, individualized invitations to families can also include children's drawing done in *Kid Pix Studio* with the words "Look What I Can Do on the Computer!!!" The drawing will spark the parents' interest and may spur the child to talk about what he/she does on the computer at school. A simple message to families can also be used with a graphic, such as the example in Figure 16.

Look what I can do on the computer!!!



Come to school Tuesday or Thursday this week
to see what I am doing on the computer.
You may stop in anytime during my class time.
If these times do not work for you,
ask Mrs. Jean to set up a better time.
Hope you can make it!
Love,

Figure 16
Sample Invitation

Invite families to share activities during open house and a "Get to Know the Classroom" night. Discuss the computer and its benefits for young children. Invite families and children back for an evening when children can share computer activities with the family members. This evening is a good time to "break the ice" for family members who may have erected barriers to technology through misconceptions and apprehension.

Videotapes

Videotape of children can be a nice way of letting parents who are unable to visit the classroom see the activities children are doing at school. Videotape segments should be taken at least twice during the year and sent home with children to share with parents for a couple of days. Family members may want to share reactions to the tape. Bundle the tape with a survey inviting responses to the technology literacy activities and the perceived benefits to their child. Several helpful tips contained in the Appendix should help you produce quality videotapes. Parents may want to help produce video.

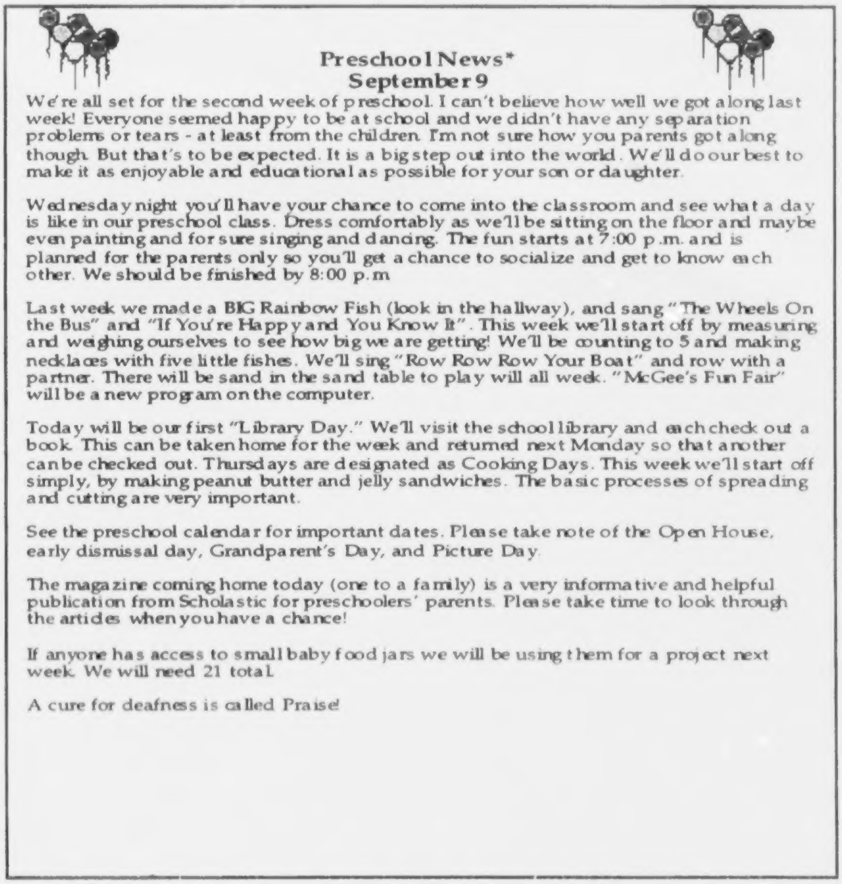
Notes to Families

Notes can be used to communicate information to parents about special events in the program, or their child's progress with computer or other activities. A teacher or therapist may want to write a personal note about each child, his/her interests, activities, and progress or to let families know what their children like about school, such as their favorite books, songs, software, activities, or even friends or playmates from class. Requests for classroom volunteers can be written in a personal note, which often yields better results than requests made through a newsletter. Needed information about the child can also be requested through notes. Notes add a personal touch to the family/school communication.

Newsletters

Newsletters are another form of communication between preschool staff and families. They can include reports on past activities, coming events, helpful ideas for literacy activities at home, and information on computer software and activities. With a visually appealing layout with colorful graphics and appropriately written text, newsletters become a popular item in the child's backpack. See an example in Figure 17 below.

Writing a newsletter may seem fairly easy; however, there are a number of tips to consider to insure that families will read it when it arrives home. Helpful tips for writing newsletters and for using the computer as a word processor can be found in the Appendix.



Preschool News*
September 9

We're all set for the second week of preschool. I can't believe how well we got along last week! Everyone seemed happy to be at school and we didn't have any separation problems or tears - at least from the children. I'm not sure how you parents got along though. But that's to be expected. It is a big step out into the world. We'll do our best to make it as enjoyable and educational as possible for your son or daughter.

Wednesday night you'll have your chance to come into the classroom and see what a day is like in our preschool class. Dress comfortably as we'll be sitting on the floor and maybe even painting and for sure singing and dancing. The fun starts at 7:00 p.m. and is planned for the parents only so you'll get a chance to socialize and get to know each other. We should be finished by 8:00 p.m

Last week we made a BIG Rainbow Fish (look in the hallway), and sang "The Wheels On the Bus" and "If You're Happy and You Know It". This week we'll start off by measuring and weighing ourselves to see how big we are getting! We'll be counting to 5 and making necklaces with five little fishes. We'll sing "Row Row Row Your Boat" and row with a partner. There will be sand in the sand table to play will all week. "McGee's Fun Fair" will be a new program on the computer.

Today will be our first "Library Day." We'll visit the school library and each check out a book. This can be taken home for the week and returned next Monday so that another can be checked out. Thursdays are designated as Cooking Days. This week we'll start off simply, by making peanut butter and jelly sandwiches. The basic processes of spreading and cutting are very important.

See the preschool calendar for important dates. Please take note of the Open House, early dismissal day, Grandparent's Day, and Picture Day.

The magazine coming home today (one to a family) is a very informative and helpful publication from Scholastic for preschoolers' parents. Please take time to look through the articles when you have a chance!

If anyone has access to small baby food jars we will be using them for a project next week. We will need 21 total.

A cure for deafness is called Praise!

Figure 17
Sample Newsletter

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Family Technology Workshops

Workshops are another method to provide awareness information to families so they can learn about the software and literacy activities being used in their children's classroom. It is also a good time to let families explore the programs for themselves. Two workshops have been designed for the awareness level of involvement. The first one is intended for adult family members, while the second one includes children.

Awareness Workshop

A successful workshop approach involves assembling a number of computer work stations in a room. Set up each station with a different device and software. This way families can rotate through the stations and have an opportunity to explore all of the devices. The applications at each station will depend on the population of children served by the program. Suggestions for possible work stations follow.

Work Station 1: Commercial Software Applications with Switch Input

Switch Interface
Switch
Software that gives parents an opportunity to interact with a story or create a rhyme:

- *Storytime Tales*
- *Pippi*
- *WorkShop*

Work Station 2: Commercial Software Applications with Mouse Input

Mouse
Software that gives parents the opportunity to explore the features of software which encourage emergent literacy:

- *Stellaluna*
- *Green Eggs and Ham*
- *JumpStart Toddlers*
- *McGee Series*

Work Station 3: Tool and Graphic Software Applications

Mouse
TouchWindow
Color Printer
Software illustrating how children use the computer to write or create their own designs:

- *Kid Pix Studio*
- *EA*Kids Art*
- *Stanley Sticker Stories*
- *Franklin's Activity Center*

Work Station 4: *HyperStudio* Applications

Mouse
Color Printer
HyperStudio

This station shows families how children can make their own *HyperStudio* stacks by adding voices, photographs, and video. Families can view a stack already made by the children.

Work Station 5: Computer Management Applications

Microphone
Printer
KidDesk
This station shows families software that offers choices and desktop tools to children.

Work stations should be labeled and numbered for identification purposes. At each station a brief explanation and demonstration of a software program is given. Family members can work individually or in a small group, spending 10-15 minutes at each station. Family members who are familiar with the computer may be asked to assist during the workshop by helping others launch programs and by making them feel at ease at the computer station. To ensure a successful workshop, opportunities for instant success are provided using simple and fun programs. Workshop experiences can be photographed with a digital or other camera, and videotaped for sharing with the children or saved as a record of family involvement.

Participating in the workshop provides families with an understanding of computer use with children. By personally using the same software programs their children use, parents are able to understand how technology activities promote early literacy skills. They can talk about the software programs with their children at home, furthering the development of emergent literacy.

Follow-Up Workshop for Families

During the follow-up workshop, families are invited to bring their children. Having an opportunity to see children using the software, furthers families understanding of emergent literacy applications.

Arrange the computer stations similar to the first workshop:

Work Station 1: Commercial Software Applications with Switch Input

Work Station 2: Commercial Software Applications with Mouse Input

Work Station 3: Tool and Graphic Software Applications

Work Station 4: *HyperStudio* Applications

Work Station 5: Computer Management Applications

Encourage the children to share their computer expertise with their families showing how to operate their favorite programs.

As a teacher, be a model for families. Ask open-ended questions which families can ask their children, such as:

What would happen if...

How did you make that happen...

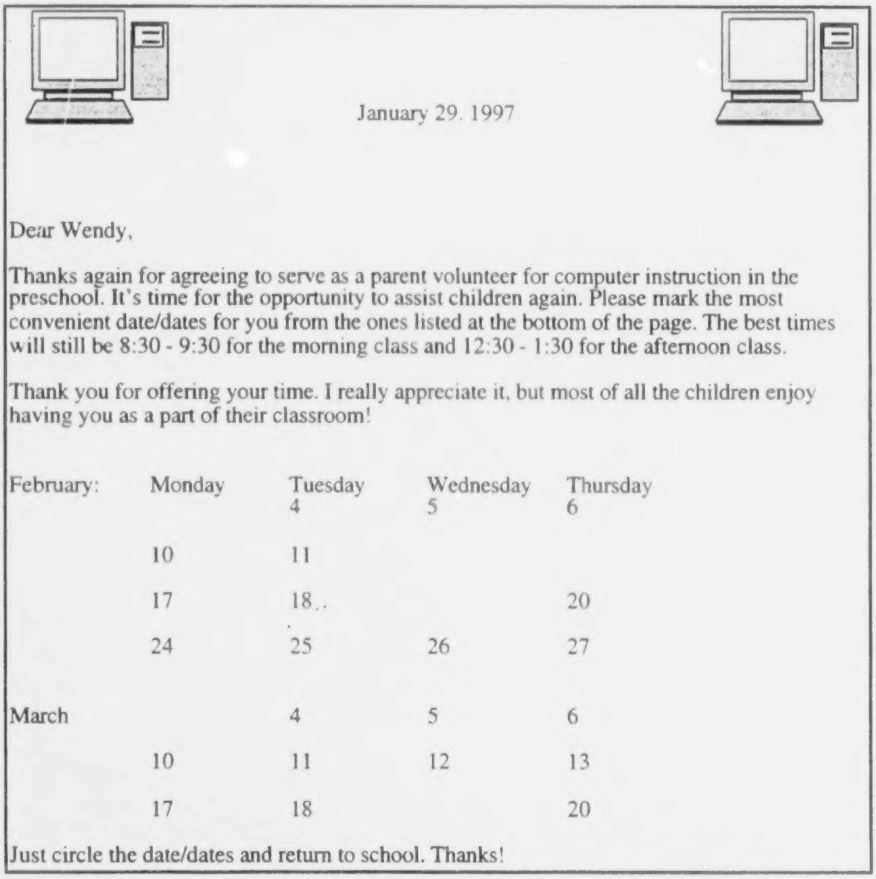
What would you do instead of this...

Tell me about the problem...

Involve the children in other activities with their families in the classroom.
Keep in mind: Families who are comfortable with the computer might be considered as possible "techie" volunteers for your classroom.

Assistance Level

Families can assist with the technology literacy activities in different ways. Family volunteers are always welcome in the classroom. A family member does not need a lot of experience with computers to facilitate the technology literacy activities in the classroom. The volunteer will become more familiar with the computer, software programs, what is happening in the classroom, and the education of their own child as they observe the children using the computer. Teachers can ask for computer assistance through invitations sent home, such as the example in Figure 18. Also a reminder note in the newsletter may be helpful. For classrooms that have families coming in to pick up their children, a sign up form posted inside the door can also be used.



January 29. 1997

Dear Wendy,

Thanks again for agreeing to serve as a parent volunteer for computer instruction in the preschool. It's time for the opportunity to assist children again. Please mark the most convenient date/dates for you from the ones listed at the bottom of the page. The best times will still be 8:30 - 9:30 for the morning class and 12:30 - 1:30 for the afternoon class.

Thank you for offering your time. I really appreciate it, but most of all the children enjoy having you as a part of their classroom!

February:	Monday	Tuesday	Wednesday	Thursday
		4	5	6
	10	11		
	17	18		20
	24	25	26	27
March		4	5	6
	10	11	12	13
	17	18		20

Just circle the date/dates and return to school. Thanks!

Figure 18
Sample Invitation for Family Volunteers

Besides helping with computer activities, family members may be willing to come in for special activities or a field trip. They can assist with taking still shots with the camera or taking video that could later be incorporated into a *Kid Pix Studio* slide show or *HyperStudio* stack.

Since families have different schedules and responsibilities and may not be able to volunteer within the classroom settings, they should be invited to assist in other ways. Family members may volunteer to serve on a parent board to evaluate and purchase new software. Many of the software programs used in the classroom relate to different themes or popular authors. Through the awareness materials that are sent home and children's discussion with family members, families may want to buy related books, audio tapes, and videotapes. Encourage families to lend them to the classroom for a short time. Children are always proud to bring something from home to share with others. Not only are families coordinating materials at home with what is going on in school, they may be changing purchasing habits from "made from movie" books to a better quality children's literature.

Adult Productivity Level

Families who become productive at using technology for themselves will understand technology's benefits and potential for children and may also want to learn more about technology literacy activities for their child. Schedule family days or evenings for adult application workshops. Make sure that times are scheduled in different ways (with children and without children). This allows family members to learn and participate in activities with their children but also offers opportunities for families to concentrate in learning more about technology on their own. Hands-on workshops could cover an array of topics including software exploration (both children and adult applications), learning about computers, and adult applications. As family members learn more about the computer, offer them opportunities to participate in *HyperStudio* activities in the classroom.

Family Workshop

A third workshop can be offered to families to give them an opportunity to learn how to use the computer as a tool for themselves. Two or three computers with printers should be set up as work stations in the room. Participants can work individually or in groups to design signs, cards, calendars, and graphics which they can print and take home for their own use.

Work Station 1: Making Signs/Cards

Color Printer
Card stock paper
Software which provides an opportunity to design and print signs, cards, stickers, etc.:

- *Print Shop Deluxe*
- *BannerMania*
- *Printmaster Gold*
- *American Greetings*
- *CardShop Plus/StickerShop Plus*
- *Hallmark Card Studio*

Work Station 2: Making Calendars

Color Printer
Software that provides an opportunity to create and print calendars:

- *KidDesk*
- *Print Shop Deluxe*
- *ClarisWorks*
- *Calendars and More*

Work Station 3: Using Heat Transfers

Color Printer
Heat transfer paper
Iron
Material (T-shirt, pillow case, sheet)

Software to allow families to create their own graphics:

- *Print Shop Deluxe*
- *ClarisWorks*
- *Kid Pix Studio*

The Computer Environment in the Home

Families who have purchased equipment to use at home may welcome tips on setting up the computer and using it most effectively for all family members. Many of the same considerations discussed in Chapter 2, Designing the Environment, need to be kept in mind when designing the computer environment in the home.

Computer placement

- Select a well lit, low traffic area, away from windows and heat registers, and away from sand/food/liquids.
- Place computer on table that is against a wall and near an outlet.
- Avoid placing table on carpeting if possible.
- Make sure air circulates freely around the computer case.
- Use a surge protector.
- Keep related toys close by to reinforce concepts.
- Cover the computer system when it's not in use.

Child's position

- Child's feet should touch the floor comfortably.
- Monitor should be placed at eye level.
- If necessary, position the child on the floor with the equipment.

Software

- Store software in disk storage box away from magnetic fields (fans, motors, monitor, printer, telephone).
- If necessary, label keys used for operating the software with stickers.

Ideas to Increase Family Participation

No matter what level of involvement a family chooses, there are always ways to try to further a family's participation in their child's technology literacy activities. A classroom teacher may request information in questionnaires and surveys to learn about literacy and technology activities offered at home. The information could be used to involve families at a variety of levels. Offering an incentive, such as a free book or a picture of their child at the computer, may be a good way to insure that families provide feedback needed at the beginning of the year.

At the end of the year families may enjoy a videotape of their child during classroom computer activities. This is another incentive to get families to complete a questionnaire to provide feedback on the year's activities at home and at school. If the questionnaire is copied on colored paper, then the teacher can ask the children to remind their parents to return the "purple paper" so they can take a copy of the videotape home. Colored paper makes it easy for the children to identify and for the families to find among the many white papers they receive every day.

A videotape can become the child's portfolio to show the year's activities and products at the computer. By using *HyperStudio* as a class, each child can have his/her own page for photos, drawings, writing, and recorded sounds and voices. A videotape can be made of the computer program so that the children can enjoy reviewing the "computer book" they made over and over again during the summer. One child watched the videotape so often that the first day of school the next year he could read each page of the book, mimic the children's voices, and predict what was coming next. His language skills, as well as his interest in books and reading, had increased tremendously during that summer. His mother attributes his progress to the videotape of computer activities.

As part of the portfolio, children's artistic impressions of the computer activities can be scanned into the computer, videotaped, and enjoyed along with the children's photographs and voices. This becomes a permanent record of their computer work which families will have to share at home.

Evaluation Techniques

Family involvement in technology literacy activities can be evaluated in different ways throughout the year. Initially, families are asked to provide feedback on literacy activities at home. A questionnaire, such as *Reading, Writing, and Computer*, is sent home with the child at the beginning of the year. As an incentive for answering the questions, families may be offered a picture of their child at the computer, or a book which can be kept and shared at home. If families attend one of the computer workshops during the year, they are asked for feedback through the *Families and Computer* form. At the end of the year families are asked four questions about their child's use of books and the computer on the form, *Kids and Computers*. This type of family feedback provides valuable information on the effectiveness of the technology literacy curriculum.

Children are also asked about their favorite computer software or activity on the form, *What I liked best about the computer....* . This form is given to the children along with a bag containing crayons or markers. They can draw a picture of their favorite software and write about it. In many of the classrooms which have used the technology literacy curriculum, the children's drawings have been remarkable. Children draw pictures from a wide range of software programs, and many programs are remembered from the beginning of the year. Copies of all evaluation forms can be found in the Appendix.

Summary

Family participation comes in many forms and should always be encouraged in the classroom and school. Remember that there is more to family involvement than attending an open house or PTO meetings. The family is the child's first teacher and an important part of the child's education. Welcome the family members in a variety of ways and stay in touch throughout the school year. Not only will the early childhood program be enriched, but everyone will benefit from ongoing interactions between home and school.

Resources For Families

ACTTive Technology is a publication of Macomb Projects and addresses assistive technology issues. Yearly subscription is $16.00 and can be ordered from: ACTTive Technology, Macomb Projects, 27 Horrabin Hall, Western Illinois University, Macomb, IL 61455.

Building InterACTTive Futures is a publication of Macomb Projects, 27 Horrabin Hall, Western Illinois University, Macomb, IL 61455.

Children's Software Revue published by Active Learning Associates, Inc., CSR, 44 Main Street, Flemington, NJ 08822, contains reviews of software for children preschool through middle school. Their mission is to sort through software to help you make the most of your computer for your children. A one year subscription is $29.00. ($5.95/issue at the news stand) The magazine is published six times a year.

Computer Learning: The Official Annual Publication of the Computer Learning Foundation is a free publication that is published once a year. The report contains information on resources for computer learning. For more information contact: Computer Learning Foundation, P.O. Box 60007, Palo Alto, CA 94306-0007.

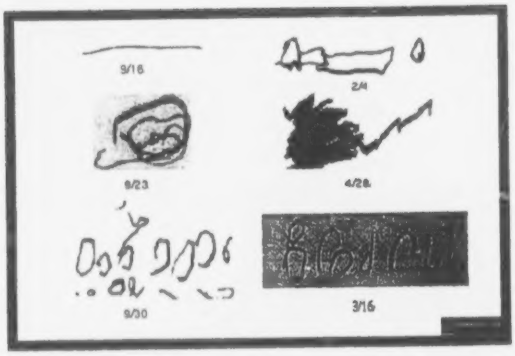
Good Leads for Software Needs is a software guide for young children with disabilities compiled by Macomb Projects, Horrabin Hall 27, Western Illinois University, Macomb, Illinois 61455. This publication costs $15.00.

Macs for Dummies: Fourth Edition by David Pogue is an easy to read, non threatening and humorous approach to learning more about your Macintosh. It retails for about $19.99 and is available at most bookstores. Published by IDG Books Worldwide, Inc. (1996).

The Multimedia Home Companion for Parents and Kids by Christine Olson is published by Warner Books. The book retails for $19.95. The book helps guide parents in their selection of a home computer, software, and the Internet.

Windows '95 for Dummies by Andy Rothbone is an easy to read, non threatening and humorous approach to learning more about Windows '95. It retails for about $19.99 and is available at most bookstores. Published by IDG Books Worldwide, Inc.

Young Children: Active Learners in a Technological Age is edited by June L. Wright and Daniel D. Shade and published by the National Association for the Education of Young Children. The book tells us why computers, when used properly, belong in early childhood programs and how to use them with children. The publication can be ordered from NAEYC, 1509 16th Street, N.W., Washington, DC 20036-1426, 800-424-2460.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CHAPTER 9

Assessment of Literacy Skills

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Assessment of Literacy Skills

Assessment is an integral part of curriculum and planning for instruction. The ITLC model uses processes to assess children's literacy skills that allow for differences in children's styles and rates of learning, support children's literacy development, and focus on children's strengths, knowledge, skills, and dispositions. Children's work is documented through collections of writing and drawings, photographs, videotapes, anecdotal notes, and *HyperStudio* stacks. Results from administering assessment instruments are included in the documentation.

Portfolios

Collecting children's dated writing, artwork, computer products, and lists of books read in a portfolio which teachers add to periodically throughout the year is a major assessment strategy. Samples of children's writing can be obtained from the computer sign-up sheets. Children should take an active part in deciding which items to keep in their portfolio. Children evaluate their own work and take pride in their products. They realize the value of their work, the process they went through, and that what they do has importance. The process of collecting work is beneficial to both children and teachers. Teachers periodically review the work with families and children to show progress in literacy and other skill areas.

HyperStudio Documentation

Besides using *HyperStudio* for literacy development as described in Chapter 6, we use it throughout the school year as a tool to document literacy skills. A review of *HyperStudio* stories at the end of the year shows children's progress in composing, writing, speaking, and drawing, as well as their overall thought processes. When viewing a *HyperStudio* portfolio, teachers, parents, and children can re-visit and reflect on the project or the child's development. Children's voices and language patterns can be recorded as they say their name and describe their favorite parts of a story. Artwork can be added to illustrate the story. Photographs can be inserted into children's individual pages in a new story. After all of the pieces are put together, the stack becomes a permanent record of children's work. Stories can be saved on videotape and shared with family members.

Children's individual progress can also be recorded in a portfolio book using *HyperStudio*. Take the following steps to create a book which can be viewed on the computer or printed and shared. The book becomes a permanent record, both on disk and in print, which can be shared with parents at conference time to show the child's progress in literacy development in the classroom.

Creating a Portfolio Book with HyperStudio

One of the first steps in making a portfolio book is to create a *HyperStudio* template. Specific instructions for using *HyperStudio* are found in Chapter 6. Plan and organize the number of book pages which will be saved as a *HyperStudio* stack. Determine the background, graphics, and actions for each page. The size of the portfolio book is based on the storage availability of the computer system (the hard drive space), or an external storage disk (e.g., a Zip disk or 3.5" disk). Sixteen pages is an ample size portfolio. Once the template is created, it can be used for each child in the classroom.

The second step includes planning and coordinating content collection:

- Create a disk for each child's data. Label each disk with the child's photo (from the QuickCam or digital camera). Print the photo on label paper and adhere the label to the child's disk.
- Photograph each child periodically throughout the school year using a QuickCam or digital camera. Place the pictures in a folder on the desktop labeled with the child's name and the school year (e.g., Mary 1998).
- Scan and store children's written messages in their computer folders.
- Scan children's art work and/or save images from drawing programs, such as a PICT file and store them in the child's folder.
- Use *HyperStudio* to record children's voices as they converse, repeat rhymes and poems, perform plays, sing, recite poems, or read books. Save the recordings to disk.
- Videotape class plays or computer center activities and use them in your *HyperStudio* stack. To add QuickTime movies to your *HyperStudio* portfolio stack, your system will need QuickTime in the extension in your System folder. To create a QuickTime movie, you will need a video digitizer and a video source connected to your computer. Follow procedures in the *HyperStudio Reference* book for using QuickTime Movies.
- Store *HyperStudio* stacks children make during the year on disk or in a special folder on the desktop. With the child, select pages from each *HyperStudio* stack to be included in his/her portfolio.
- Collect all the *HyperStudio* stacks created during the school year. Save them to disk or press the *HyperStudio* stacks to a CD-ROM. There are business and/or school districts that have the technology to press *HyperStudio* stacks to a CD-ROM. Check with your local technology resources. Inform parents about the CD-ROM so they can purchase the *HyperStudio* CD-ROM at cost, if they wish.

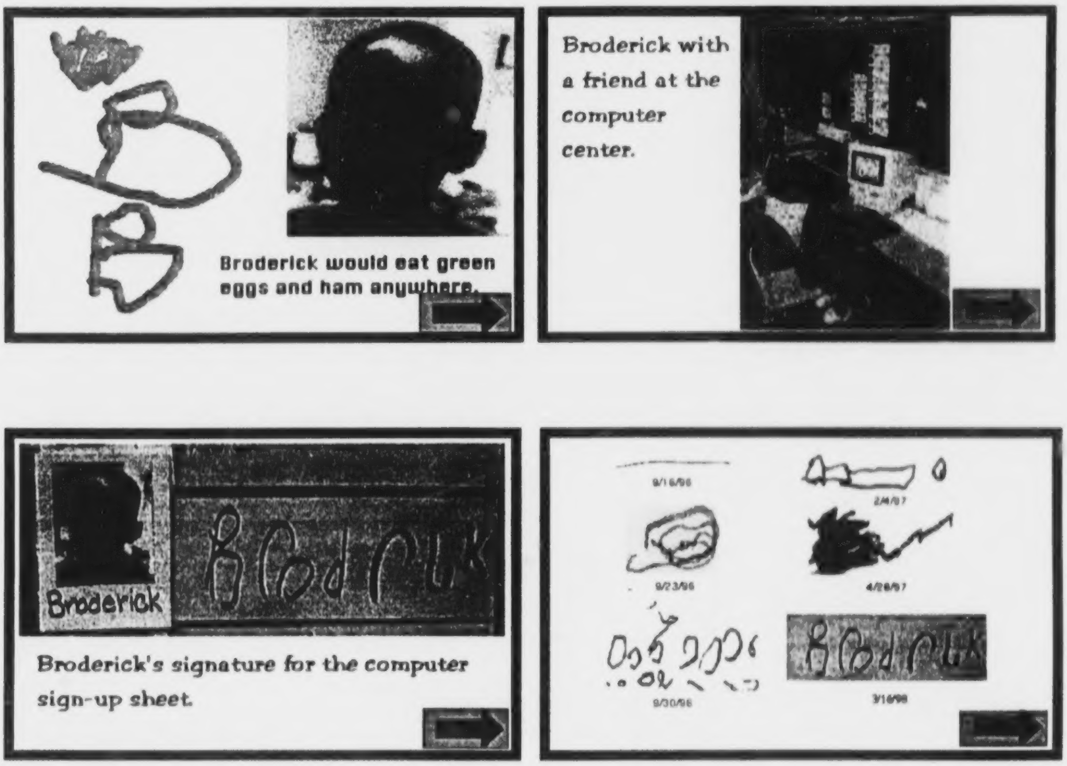
After work samples have been collected, they can be placed onto cards in the *HyperStudio* stack. Samples may include photographs, drawings, signatures, samples of emergent writing, conversations of the child, or video clips of the child's activities in the classroom. Observational notes made by the teacher, including the child's progress in the specific domains, can be included on a stack.

Add buttons to the cards at the computer center. Children record their own name for the title page and can draw a cover for the front page of the portfolio book. They can create a "The End" page with *HyperStudio* tools and color palette.

Sample Portfolio

Sample pages from Broderick's Portfolio Book are shown in Figure 18. The entire portfolio contains selected drawings, writings, *HyperStudio* stack samples, and a sequence of photographs of Broderick, a preschool child whose speech and language are impaired. During the school year, images were taken with a QuickCam or Apple QuickTake 200 digital camera. Sample signatures and drawings were created in *HyperStudio* while other writing samples were scanned and placed into *HyperStudio*. Conversations were recorded in *HyperStudio*. A hard copy of the portfolio was printed and bound. On the last page, Broderick's teacher created a pocket to store a disk containing the portfolio. The book and disk can be easily stored in the child's folder and a copy can be provided to the family.

Figure 18. Sample Portfolio Book pages from School Year 1996/97 and 1997/98.



Broderick would eat green eggs and ham anywhere.

Broderick with a friend at the computer center.

Broderick

Broderick's signature for the computer sign-up sheet.

Slideshows to Document Children's Work

Several software programs available today have slideshow features which can be used to document children's activities and products. *KidPix 2* is one of the most popular programs for creating slideshows. Children's photos, artwork, writing, and voices can be stored in the program along with photos of various classroom or fieldtrip experiences. ITLC model sites have created slideshows based on a trip to an apple orchard, a retelling of a popular children's book, and the daily classroom routine. Children enjoy viewing the program throughout the year. Families can view the slideshows during open house or other special events at school. They can see their child's classroom activities and creations portrayed in an entertaining way. Slideshow software provides a means of preserving a permanent record of special classroom events which can be viewed repeatedly throughout the year. *Disney's Magic Artist, Crayola Make a Masterpiece,* and *The Amazing Writing Machine* are programs which can also be used for creating slideshows.

Videotape Record of Children's Progress

Videotapes are a powerful media for recording and showing progress. By periodically videotaping and dating classroom literacy activities, a record can be kept of changes in literacy behaviors over time. An edited version of the videotape can be made for families at the end of the school year showing activities and progress. A videotape of *HyperStudio* stacks can also be created to demonstrate each child's or classroom's progress. These videotapes can be copied for families or viewed during family nights or presentations.

Observations

Written documentation of children's literacy behaviors as they use the reading, writing, art, and computer centers is another component of the assessment process. Teachers observe how children handle books and other reading materials and how often reading activities are chosen. Anecdotal notes are recorded on specific child behaviors as they occur or at the end of the morning or afternoon. Sessions are videotaped occasionally to record literacy behaviors or a special event, such as a play based on a book or computer program. Videotape documentation can be reviewed throughout the year to show children's progress.

Informal Literacy Assessment

Children's literacy and computer skills are also assessed through use of two instruments developed by Macomb Projects. One is the Informal Literacy Assessment (ILA) which is based on elements of other literacy measures. A sample copy of the ILA is contained in the Appendix. The ILA consists of three sections:

Behaviors observed as a book is being read to child.
Behaviors observed as child "reads" a book to adult.
Behaviors observed as child is "reading" a book.

Behaviors assessed include children's attention to stories being read to them, their handling of books, and their ability to sequence, predict, and retell a story. The ILA can be used as a guide to assist teachers in identifying and examining, as well as assessing, emergent literacy behaviors. The ILA is recorded once at the beginning of the year and again at the end. After the initial assessment, the teacher reviews each child's results, noting skills and needs. Activities are then planned to promote needed literacy skills. Progress toward each behavior can be assessed at the end of the year by comparing individual items to note any changes. Results are shared with families and home literacy activity suggestions are provided.

Behavior Interaction Tool

The second instrument is the Behavior Interaction Tool (BIT) which is used to assess children's behaviors at the computer. A copy of the Universal BIT is contained in the Appendix. The BIT is divided into the following sections and subsections.

- Child/Computer Interactions
  - Attends to the computer
  - Resists computer
  - Demonstrates cause/effect relationships between input device and monitor.
  - Expresses him/herself
  - Follows directions and rules at the computer center
  - Displays planning abilities at the computer center
- Child/Adult Interactions
  - Obtains attention of the adult in positive way
  - Obtains attention of the adult in negative way
- Child/Child Interactions
  - Uses computer with peer
  - Displays cooperative behavior at the computer center
  - Exhibits competitive behavior at the computer center

The BIT is administered at the beginning and end of the school year as a child uses the computer with a peer. Besides interaction skills, cognitive, fine motor, and communication skills are assessed. Beginning and end of year scores on individual items are compared. Changes in behaviors, such as attending, planning, predicting, and working cooperatively with another child, are noted. Results are shared with families at the end of the year. They can also be used to show effectiveness of technology in the classroom and assist the teacher in planning activities to target needed skills.

Although the BIT assesses behaviors at the computer, relationships may be seen with literacy skills and software or books. Children who are able to plan and predict what will happen in software often predict events in books at the reading center. Changes in children's attention to books increases as their attention to story software increases. By reviewing results of the BIT and ILA, anecdotal notes, and portfolio contents, the teacher has a detailed assessment of each child's emergent literacy progress.

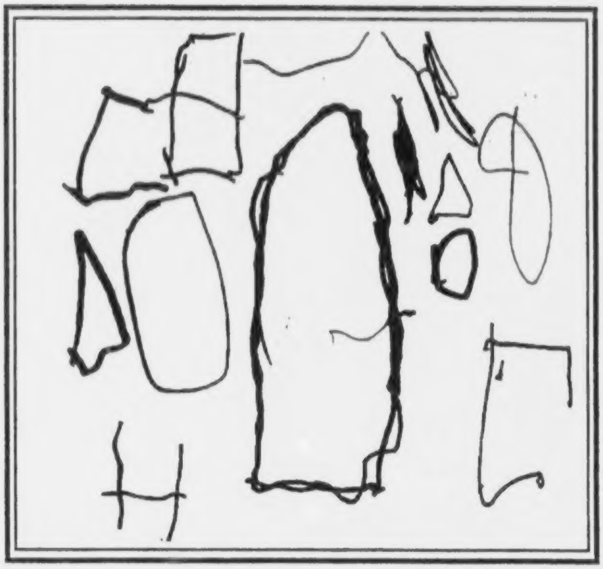
Family Assessment

Since families play a vital role in their child's literacy development, ITLC collects data about literacy materials and activities in the home at the beginning and end of the year. Families are asked to respond to the Family Literacy Questionnaire in order to obtain information on the family current literacy practices at home. Questions about books, other reading materials, writing materials, and reading and writing activities are included. A copy of the questionnaire can be found in the Appendix. At the end of the year, families are asked for feedback about their child's literacy behaviors at home and how they think their child has benefited from the technology literacy activities at school. A copy of the questionnaire, Family Computers and Books, is contained in the Appendix. A small gift, such as a children's book or an edited videotape of classroom literacy activities, is given to families upon completion of the questionnaire. Families not only appreciate the gift, they are also more apt to respond to the questionnaire when an incentive is given. This results in a high rate of return which means more family data and feedback.

Teachers use the data to assess family needs in the beginning of the year and as a source of child progress information throughout the year. Teachers receive feedback on the effectiveness of their teaching as it is reflected in parents' comments about children's use of books and writing materials. Questionnaire answers are discussed with families during conference time to clarify and expand on their child's growth. Data results can be shared with administrators and funding sources to justify additional literacy resources for classroom or home use.

Summary

The ITLC model supports various forms of documentation to assess emergent literacy and technology skills. The combined information is useful when planning curriculum and selecting materials and resources. Assessment procedures ensure that teachers and families have necessary information on children's abilities so decisions regarding appropriate activities to promote emergent literacy can be made.



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Woc (1992). *Moo moo, brown cow*. Orlando, FL: Harcourt Brace.
Woc .. (1997). *Bats*. San Diego: Wildlife Education, Inc.
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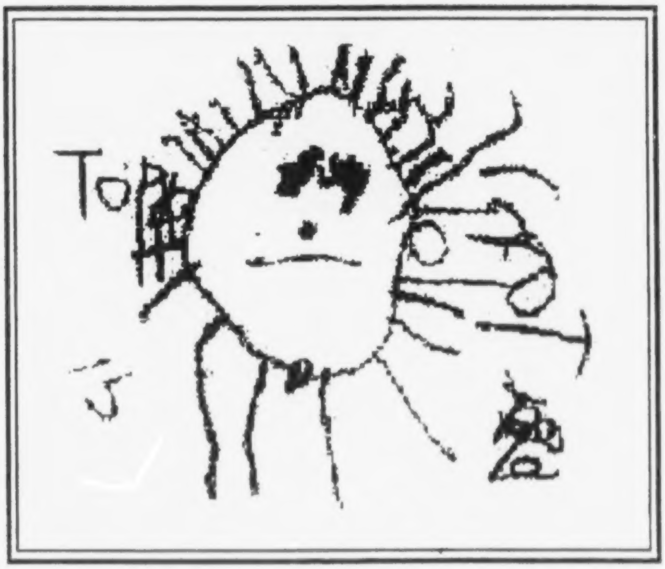

Resources

Software Publisher and Distributor Resource List*

Ahead Media AB
P.O. Box 24135
S-104 51
Stockholm, Sweden
46 8 660 93 20
FAX: 46 8 662 64 67

American Eagle Computer Products
1550 N. Northwest Hwy., Suite 402
Park Ridge, IL 60068-1463
847/699-0300
FAX: 847/699-4207
E-Mail: tony@americaneagle.com
Web Site: www.americaneagle.com

American School Publishers (ASP)
220 E. Daniel Dell Rd.
Disodo, TX 75115
Web Site: www.mcgraw_hill.com

BOCES 2 Special Education
Microcomputer Resource Center
Sherwood Corporate Center
15 Andrea Rd.
Holbrook, NY 11741
516/472-6455

Brøderbund Software
Acquired by the Learning Company
500 Redwood Blvd. P.O. Box 6121
Novato, CA 94948-6121
800/521-6263 or 415/382-4400
FAX: 415/382-4419
Web Site: www.broderbund.com

Communication Enhancement Software
The Children's Hospital
300 Longwood Ave.
Boston, MA 02115
617/355-6486
FAX: 617/355-6882
E-Mail: cec@a1.tch.harvard.edu
Web Site: www.tchharvard.edu

Computerade Products, Inc.
2346 Wales Dr.
Cardiff, CA 92007-1510
760/942-3343

Cross Educational Software
508 E. Kentucky Ave.
Ruston, LA 71270
800/768-1969
FAX or Voice: 318/255-8921
E-Mail: markcross@aol.com

Davidson & Associates
division of Cendant Software
P.O. Box 2961
Torrance, CA 90503
800-545-7677
Web Site: www.knowledgeadventure.com

Discovery Communications, Inc.
4035 Century Street
Huntsville, AL 35816
800-238-6005
Fax: 256-721-0669
Web Site: www.discovery.com

DK Multimedia
95 Madison Avenue
New York, NY 10016
212-213-4800
Fax: 212-213-5240
Web Site: wwwdk.com

Don Johnston Incorporated
P.O. Box 639
1000 N. Rand Rd., Bldg. 115
Wauconda, IL 60084
800/999-4660 or 847/526-2682
FAX: 847/526-4177
E-Mail: support@donjohnston.com
Web Site: www.donjohnston.com

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* *Italicized addresses indicate distributors only*

Dunamis, Inc.
3423 Fowler Blvd.
Lawrenceville, GA 30244
800/828-2443
FAX: 770/279-0809
Web Site: www.corptech.com

Dynacomp, Inc.
4560 E. Lake Rd.
Livonia, NY 14487
800/828-6772
FAX or Voice: 716/346-9788

EDMARK Corporation
P.O. Box 97021
Redmond, WA 98073-9721
800/691-2986
FAX: 425-556-8940
Web Site: www.edmark.com
E-Mail: edmarknews@edmark.com

Educational Resources
P. O. Box 1900
Elgin, IL 60121-1900
800/624-2926
FAX: 847/888-8499
Web Site: www.edresources.com

Edutainment Catalog
P. O. Box 21210
Boulder, CO 80308
800-338-3844
FAX: 880-226-1942
Web Site: www.edutainco.com

Electronic Arts
1450 Fashion Island Blvd.
San Mateo, CA 94404
800-245-4525
Web Site: www.ea.com
E-Mail: support1@ea.com

FAS-TRAC Computer Products
130 Burrer Dr.
Sunbury, OH 43074
800/927-3936 or 614/965-1400
FAX: 614/965-3391

Great Wave Software
5353 Scotts Valley Dr.
Scotts Valley, CA 95066
831-438-1990
FAX:831/438-7171
E-Mail: info@greatwave.com
Web Site: www.greatwave.com

G T Interactive Software
13110 NE 177th Place
Suite# 3101, Box 180
Woodinville, WA 98072-9965
800-610-4847
Web Site: 222.gtinteractive.com

Hartley Courseware ic.
9920 Pacific Heights Blvd., Suite 500
San Diego, CA 92121-4330
800/247-1380
FAX: 619/622-7873
Web Site: www.jlc.com

Hasbro Interactive Worldwide
50 Dunham Road
Beverly, MD 01915
401/727-5321
E-Mail: consumer-support
Web Site: www.hasbro.com

Humongous Entertainment
13110 NE 177th Place
Suite B101, Box 180
Woodinville, WA 98072
800/499-8386
FAX: 206-806-0480
E-Mail: customerserv@humongous.com
Web Site: www.humongous.com

IntelliTools, Inc.
55 Le ni Courts, Suite 9
Nova CA 94949
800/89 687
Web Site: www.intellit com

K-12 MicroMedia Publishing
16 McKee Dr.
Mahwah, NJ 07430
800/292-1997
E-Mail: k12mmp@aol.com
Web Site: K12CSNet.net

Knowledge Adventure
4502 Dyer Street
La Crescenta, CA 91214
800-542+4240
FAX: 818-246-5604
E-Mail: store@know eadv ure.com
Web Site: knowledg venture.com

Laureate Learning System
110 East Spring St.
Winooski, VT 05404-1837
800/562-6801 or 802/655-4755
FAX: 802/655-4757
E-Mail: info@laureatelearning.com
Web Site: www.laureatelearning.com

Lawrence Productions, Inc.
1800 South 35th Street
Galesburg, MI 49053-9687
800/556-6195 or 800-421-4157
FAX: 616/665-7060
Web Site: www.voyager.net

The Learning Company
1 Athenaeum St.
Cambridge, MA 02142
800/852-2255 or 800/227-5609
Web Site: www.learningco.com

Learning Services Corporation
707 Morehead Avenue
Durham, NC 27707
888/419-9955
FAX: 503/937-5976
Website: www.learningservices.com

Macomb Projects
27 Horrabin Hall, WIU
Macomb, IL 61455
309/298-1634
Fax: 309/298-2305
Web Site: www.mprojects.wiu.edu

Marblesoft
12301 Central Ave. N.E., Suite 205
Blaine, MN 55434
612/755-1402
E-Mail: marble2@winternet.com
Web Site: www.winternet.xom

Milliken Publishing Company
1100 Research Blvd., P.O. Box 21579
St. Louis, MO 63132-0579
800/325-4136 or 314/991-4220
Web Site: www.millikenpub.com

Mindplay
160 W. Fort Lowell
Tuscon, AZ 85705
800/221-7911 or 520/888-1800
FAX: 520/888-7904
E-Mail: Mindplay@rtd.com
Web Site: www.mindplay.com

Modern Media Ventures
Formerly Toucan-Press Queue
300 Brannan St., Suite 302
San Francisco, CA 94107
800-530-5080
Fax: 415-546-1590
E-Mail: mmv@gustown.com
Web Site: www.gustown.com

Optimum Resource, Inc.
18 Hunter Road
Hilton Head Island, SC 29926
803/689-8000
E-Mail: stickyb@stickybear.com
Web Site: www.stickybear.com

Orange Cherry Software
69 Westchester Avenue
PO Box 390
Pound Ridge, NY 10576-0390
800/672-6002
FAX: 914/764-0104
E-Mail: ocnm@cloud9.net
Web Site: www.newmediaschoolhouse.com

Omerod School
Waynflete Road
Headington, Oxford OX3 8DD
ENGLAND

PEAL Software
P.O. Box 8188
Calabascas, CA 91372
800/541-1318 or 818/883-7849
Web Site: www.sjuvm.stjohns.edu

Power Industries
37 Walnut St.
Wellesley Hills, MA 02181
800/395-5009 or 617/235-7733
FAX: 617/235-0084
E-Mail: powerind@tiac.net
Web Site: TIAC.net/users/powerind

Quality Computers
20200 Nine Mile Rd.
Box 665
St. Clair Shores, MI 48080
800/443-6697
FAX: 313/774-2698
Web Site: www.qualitycomputers.com

R.J. Cooper & Associates
24843 Del Prado, Suite 283
Dana Point, CA 92629
800/RJ-Cooper or 714/240-4853
Fax: 714-240-9785
E-Mail: rj@rjcooper.com
Web Site: www.rjcooper.com

Roger Wagner Publishing, Inc.
1050 Pioneer Way, Suite P
El Cajon, CA 92020
800/421-6526 or 800-448-4797
E-Mail: care@hyperstudio.com
Web Site: www.hyperstudio.com

Scholastic Software
555 Broadway
New York, NY 10012
800/724-6527
Fax: 573-635-5881
Web Site: www.scholastic.com

Simon & Schuster Interactive
1230 Avenue of Americas
Ner York, NY 10020
212-698-7000
FAX: 212-698-7555
Web Site: www.simonsays.com

SimTech Publications
134 East Street
Litchfield, CT 06759-3600
E-Mail: switchdon@hsj.com
Web Site: www.hsj.com

Sierra On-Line
3380 146th Place S.E.
Bellevue, WA 98007
800/757-7707 or 425-746-5771
E-Mail: customer.service@sierra.com
Web Site: www.sierra.com

SoftTouch/KidTECH
4182 Pinewood Lake Drive
Bakersfield, CA 93309
805/396-8676
FAX: 805/396-8676

Stephen and Ann-Marie Woods
45 Division St.
Manahawkin, NJ 08050
609/597-4469

Sunburst Communciations
Formerly William K. Bradford Publishing
101 Castleton St.
Pleasantville, NY 10570
800/321-7511
Fax: 914-747-4109
E-Mail: service@nysunburst.com
Web Site: www.sunburstonline.com

Terrapin Software, Inc.
10 Holworthy St.
Cambridge, MA 02138
800/972-8200
Fax: 800-776-4610
Web Site: www.terrapinlogo.com

Tom Snyder Productions
80 Coolidge Hill Rd.
Watertown, MA 02172
800/342-0236
Fax: 617-926-6222
Web Site: www.teachtst.com

UCLA Intervention Program
1000 Veterans Avenue, Room 23-10
Los Angeles, CA 90024
310/825-4821

Washington Research Foundation
1107 NE 45th Street Suite 205
Seattle, WA 98105
206/663-3569
Fax: 206-633-2981
E-Mail: amccormi@wrfseattle.org
Web Site: www.wrfseattle.org

William K. Bradford Publishing
P.O. Box 1355
Concord, MA 01742
800-421-2009
FAX: 508-263-9375
E-Mail: wkb@wkbradford.com
Web Site: www.wkbradford.com

Teacher Resource Web Sites Related to Literacy

Literacy Sites:

America Reads Challenge: **http://www.ed.gov/inits/americareads/**
Provides a good place to gather information and resources to insure America's children can read well and independently through marshaling the resources of entire communities to work together with teachers and parents. The site contains a publications and research section offering references and resources to support emergent literacy.

Babes in Bookland: **http://www.closingthegap.com/library/Oct-Nov95/King-DeBaun.html**
Features an article on using software to promote early literacy skills in children; includes instructions and graphics on how to make an adaptable Peek-A-Boo book.

Caldecott Medal Homepage: **http://www.ala.org/alsc/caldecott.html**
Lists the Caldecott Medal winners since 1938.

Center for the Improvement of Early Reading Achievement (CIERA): **http://www.ciera.org/**
Contains the CIERA's information on the learning and teaching of beginning reading including publications, presentations, products, and links to related sites.

The Children's Literature Web Guide: **http://www.acs.ucalgary.ca/~dkbrown/**
Contains Internet resources related to books for children and young adults.

Children's Software Revue: **http://www2.childrenssoftware.com/childrenssoftware/**
Reviews children's software organized by grade level and subject area. The site has a software finder, publisher directory, catalog directory, and featured articles.

Children's Software Press: **http://www.childsoftpress.com**
Features monthly technology contests, software reviews, and an outstanding list of technology resources for elementary educators.

Children's Television Workshop: **http://www.sesamestreet.com/**
Includes on-line stories for children and a variety of other activities.

Cyberguides: **http://www.sdcoe.k12.ca.us/score/cyberguide.html**
Contains a resource of web-based literature activities for grades K-12 which are organized K-3, 4-5, 6-8, 9-12.

Early Childhood Educators' and Family Web Corner: **http://nauticom.net/www/cokids/index.html**
Provides an index to all things Early Childhood including teacher pages, teacher message board, family pages, family message board, articles, EC in the News, staff development resources, and ChildChat.

Education World: **http://www.education-world.com/**
Offers lesson planning and curriculum resources and a searchable database of web sites of interest to teachers.

Emergent Literacy--What Young Children Can Learn about Reading and Writing Before They Go to School: **http://www.edc.org/FSC/NCIP/Tour/Intro.html**
Features a chapter from a book by Patsy Pierce on emergent literacy which contains information on functions of print, implications for children with special needs, strategies, interactive storybook reading, and sample IFSP goals.

EPALS (formerly the Email Classroom Exchange): **http://www.epals.com/**
Provides opportunities for children to correspond with other children around the world. The site also includes a resource page with links to more related sites.

Federal Resources for Educational Excellence: **http://www.ed.gov/free/**
Shares educational resources ranging from art to educational technology to vocational education. The resources are from federally sponsored programs and available free to the public.

Helping Children Learn About Reading:
http://www.kidsource.com/Kidsource/content3/reading.all.3.html

Shares tips for early childhood educators and families on introducing and using books with infants, toddlers, and preschoolers; includes suggested literacy activities; links to related articles.

International Reading Association (IRA): **http://www.reading.org/**

Describes the IRA's mission and goals and can link teachers to other reading/literacy resources.

Issues in Literacy Development: **http://www.eduplace.com/rdg/res/literacy/index.html**

Summarizes the best available research and professional expertise to help teachers provide high-quality literacy instruction for students from kindergarten through Grade 8. The information has been organized around topics that are important to literacy development.

MCPS Preschool Education Program Homepage: **http://www4.mcps.k12.md.us/schools/pep/pz.html**

Includes a collection of teaching ideas and activities arranged by theme; offers resources for preschool and kindergarten teachers; has resources for teachers of children with special needs; and includes a discussion of inclusion.

National Reading Conference (NRC): **http://iusb.edu/~edud/EleEd/nrc/nrcindex.html**

Contains conference information, publications, and current literacy links. NRC is composed of individuals who share an interest in research and dissemination of information on literacy.

Newbery Medal Homepage: **http://www.ala.org/alsc/newbery.html**

Features the latest Newbery Medal winner and Honor books.

The ROAD (Research Oriented Amplification of Development) Map to Literacy:
http://www.mcrel.org/resources/Literacy/road/roadmap.html

Offers information and research summaries on early literacy skill development; includes discussion of Vygotsky's Zone of Proximal Development.

Success for All and Roots and Wings: **http://www.successforall.com/Mainwdw.htm**

Contains research and publication information from the Success for All (SFA) program which focuses on providing prevention and early intervention resources to ensure that virtually every student will succeed in reading throughout the elementary grades.

Teachers Net: **http://www.teachers.net/**

Provides links to educational web pages, electronic mailing list specifically for educators, online lesson plans, and about education in general.

Weekly Reader Galaxy: **http://www.weeklyreader.com/**

Provides news updates, activities, educational contests, trivia games, on-line field trips, and more for teachers and parents of young children through grade 10 who want to interact with the Internet from their classrooms and homes.

Early Childhood Education Sites:

Early Childhood Education Online: **http://www.ume.maine.edu/~cofed/eceol/welcome.shtml**

Contains information and resources for learning the phases of early childhood development and what are appropriate practices.

Early Childhood Educator's and Family Web Corner: **http://www.nauticom.net/www/cokids**

Offers topics for early childhood families and teachers to explore.

Educational Resources Information Center (ERIC): **http://askeric.org**

Houses the largest database of educational materials in the world.

Just for Preschoolers: **http://www.dimensional.com/~janf/wtpreschool.html**

Offers selected topics to search for resources, fun books, and activities for preschoolers.

Kathy Schrock's Guide for Educators: **http://www.capecod.net/schrockguide/**

Contains a classified list of sites on the Internet which are useful for enhancing curriculum and teacher professional growth.

Macomb Projects: **http://www.mprojects.wiu.edu**

Offers information for early childhood educators, professionals, and families about technology. The LitTECH portion contains materials related directly to technology and emergent literacy. Visit TEChPLACEs to see what children are creating for the web and using technology in their classrooms. Expressive Arts offers pages of information regarding the arts and technology.

Curriculum Idea Sites:

Family Fun: **http://www.familyfun.com/**

Contains quick activities and articles; contains many activity ideas, art projects, recipes for children, and holiday fun.

Getty Education Institute for the Arts: **http://www.artsednet.getty.edu/**

Offers art education curriculum ideas which are very adaptable for those who want to customize information for their particular teaching situation.

The National Arts and Education Information Network: **http://www.artsedge.kennedy-center.org/cs.html**

Contains the Curriculum Studio which integrates the arts with K-12 curriculum-based projects and programs. Resources include units, lesson plans, ideas, and resources for the classroom teaching in the arts. Resources are arranged by subject.

Assistive Technology Sites:

Apple - K-12 Education - Disability Resources: **http://www.apple.com/disability/text.html**

Links to a variety of information on assistive technology products, software, chat rooms, and Web access for people with disabilities.

CAST - Center for Applied Special Technology: **http://www.cast.org/**

Provides links in the areas of organizations, shareware, articles, vendors, publications, and web authoring information. An excellent resource site for special education technology.

Don Johnston, Inc.: **http://www.donjohnston.com**

Offers product information and classroom and home tips for using technology with children with disabilities.

DREAMMS for Kids: Directions- Technology in Special Education:
http://www.dreamms.org/news.htm

Offers a variety of articles and information on adaptive equipment and applications for young children.

Integrate Computers in the Early Childhood Curriculum:
http://www.kidsource.com/kidsource/content2/integrate.computers.html

Features an article by Bernadette Caruso Davis and Daniel Shade which discusses integration issues and gives curriculum examples; links to educational forums and related articles.

IntelliTools: **http://www.intellitools.com**

Contains product information, an area for sharing *IntelliTools* activities and overlays, and links to other on-line resources.

RJ Cooper's Software, Hardware, and Services : **http://www.rjcooper.com/**

Gives descriptions of software and adaptive equipment products for children with disabilities.

Family Involvement Sites:

America Reads Challenge - Literacy Resources:
http://www.ed.gov/pubs/SimpleThings/Literacy.html

Provides information on Read*Write*Now materials and resource information on federal sources of assistance for children birth through grade six; links to materials and Learning Partners guide.

Bibliography of Resources for Parents of Disabled Children:
http://www.rit.edu/~easi/pubs/ezbib3.html

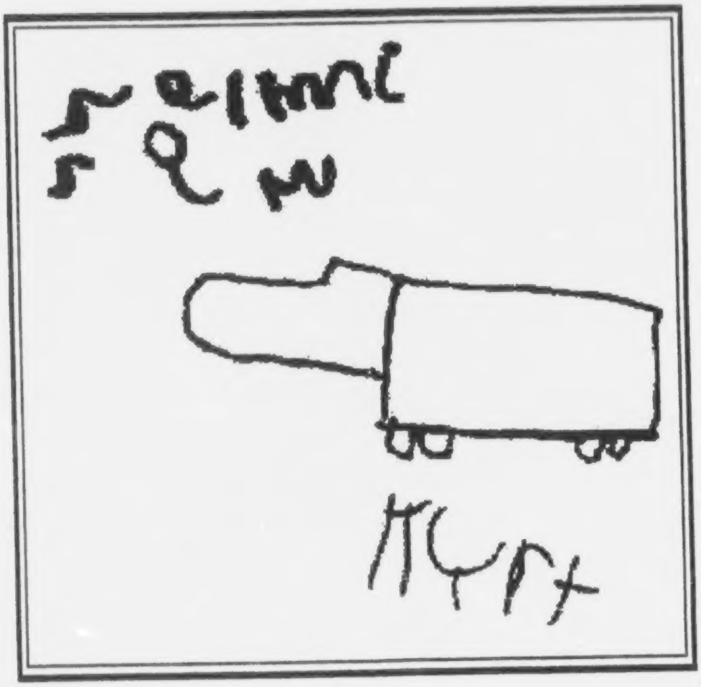
Offers resource information on special formats for materials, educational toys and play equipment, articles, books, magazines, a selected bibliography, and organizations for families of children with disabilities.

Early Childhood Educators and Family Web Corner : **http://www.nauticom.net/www/cokids/**

Links to a variety of articles on selecting quality literature for children, developmentally appropriate practices, educational issues, and links to resources and materials for families.

Helping Your Child Learn to Read: **http://www.ed.gov/pubs/parents/Reading/index.html**

Features an article by Bernice Cullinan and Brad Bagert which provides families with basic information on literacy development and a variety of activities for children, infancy through age 10.



Appendices

Research Recommendations and the ITLC Model

Reading Research Recommendations for Early Childhood Professionals	**Promoting Emergent Literacy through the ITLC Model**
1. Provide rich conceptual experiences that promote growth in vocabulary and reasoning skills.	A. A literacy-rich environment • many and various books • labels throughout the classroom • pictures and posters with words B. Interactive software • different levels promote reasoning skills • text is highlighted and read to reinforce spoken to written word correspondence and left to right reading • words and activities encourage verbal exchanges and vocabulary growth • messages sent through *KidDesk* encourage written and verbal language • classroom software developed using *HyperStudio* requires planning, discussion, reasoning, as well as written and verbal participation
2. Encourage lexical development, from early referential (naming) abilities to relational and abstract terms and finer-shaded meanings	A. Meaningful experiences for children related to words and their meanings • learning their names • sign-up sheet: children "sign" their names by their pictures • learning classmates' names • during circletime children relate pictures to names • learning everything has a name • names can be spoken and written • the written word represents the object • objects are labeled throughout classroom environment B. Interactive software • offers opportunities for children to socialize and discuss objects found in the stories, name the objects, and discuss their purposes in the story.
3. Encourage development of listening comprehension skills, and the kinds of syntactic and prose structures that preschool children may not yet have mastered.	A. Reading to children during circletime • questioning children about the story • asking children to predict what will happen next • inviting children to participate as a group when the story has repeating phrases or sentences B. Interactive software • offers opportunities for children to hear stories read, listen to and sing along with songs, experience rhymes, play with words C. *HyperStudio* software • offers children opportunities to create their own interactive stories D. Off-computer curriculum activities related to Living Books software (e.g., acting out parts of the story) • help children understand story content and structure

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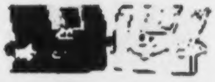
Research Recommendations and the ITLC Model

Reading Research Recommendations for Early Childhood Professionals	Promoting Emergent Literacy through the ITLC Model
4. Encourage development of children's sense of story.	A. Print and electronic books • children are introduced to story concepts (e.g., beginnning, middle, end, characters, setting, conflict) through having print books read to them or by interacting with electronic books B. Dramatic play activities • children participate in planning and acting out the story; they work on characters, setting, costumes, and plot sequence C. *HyperStudio* software • children create their own interactive stories with sequence, characters, words D. Art activities • children tell stories through their drawings or stories about their drawing. • children use drawings to illustrate their stories
5. Encourage children's sensitivity to the sounds of language.	A. Singing, rhyming related to books used in classroom • offers opportunities to play with the sounds in our language B. Interactive (Living Books) software • reads stories aloud; highlights words • lets children hear words over and over • offers opportunities for children to predict and discuss events in the stories C. *HyperStudio* software • lets children record and replay sounds
6. Encourage development of children's concepts of print.	A. Print-rich environment • objects labeled throughout classroom • environmental print displayed in classroom • a variety of books available on many subjects; books displayed that relate to software children are using • paper and writing/drawing implements located in each center to encourage children's writing/drawing B. Interactive (Living Books) software • highlighted text • promotes understanding of left to right; top to bottom • spoken text • promotes understanding that words are made up of sounds and have meaning
7. Encourage development of children's concepts of space, including directionality.	A. Interactive (Living Books) software • highlighted text • promotes understanding that reading is done from left to right and from top to bottom • demonstrates that words are separated by spaces

Research Recommendations and the ITLC Model

Reading Research Recommendations for Early Childhood Professionals	**Promoting Emergent Literacy through the ITLC Model**
Continued from previous page	Continued from previous page
7. Encourage development of children's concepts of space, including directionality.	B. Variety of input devices • mouse, touch tablet, alternate keyboard, switch • allow children to explore the concept of space as they use the devices to maneuver through the software and interact with the variety of activities
8. Encourage development of children's fine motor skills.	A. Books • handling books, turning pages B. Input devices for computer use • mouse, touch tablet, alternate keyboard, switch • encourage eye/hand coordination (visual tracking on monitor, pressing pictures on an overlay) C. Drawing/writing opportunities at all centers D. Computer sign-up sheet
9. Motivate children to read.	A. Books/Interactive Software • reading aloud to children daily • offering a wide variety of books and software on many subjects • preparing a comfortable reading center where books are easily accessible • providing adaptive books (e.g., with page turners) for children whose disabilities make book handling difficult • encouraging children to read aloud or to read along with the Living Books • allowing children to take books home • allowing children to share favorite books from home with classmates • encouraging children's storytelling/dramatic play • creating books with *HyperStudio*, printing hard copies for classroom library and for families



Helpful Hints for a Frazzled Teacher (Macintosh)

KidDesk

Adult Options: Command (Open Apple), Option & A.

Living Books

- Change from reading to play (or vice versa). Simply press on the letter P for play or R for read. It will switch the program for the child.
- Click on the page number or tap the space bar to go back to the main menu.

Quitting: Try one of these options.

- You can press Command (Open Apple) and **Q** to quit most programs.
- Command (Open Apple) and . (period) which also stops printing.
- Command (Open Apple), Option, and **Q** - Force Quitting.

Sizing: To proportionally size an object, press on the shift key and drag corner of object diagonally.

Simple Keyboard Commands: Highlight the area you wish to change.

- Command (Open Apple) & **B** = **bold**
- Command (Open Apple) & **I** = *italics*
- Command (Open Apple) & **U** = underline
- Command (Open Apple) & **X** = cut
- Command (Open Apple) & **C** = copy
- Command (Open Apple) & **V** = paste

Fails to Print

- Check Chooser (under Apple in the Menu Bar) to make sure correct printer is chosen.
- Check connections (power and cable).
- Check ink supply - run a test print. Turn printer off, press on power button until it flashes and beeps, release pressure and a test page will print. This will show you if you are out of ink.

Computer Crashes: Try one of these options.

- Try a warm boot: Command (Open Apple), Control, and power button (located on the keyboard).
- If this fails to reboot the system, turn off power switch on the back of the CPU unit.
- If you fail to find the CPU power switch, then turn the computer off from the surge protector.

Screen Snapshot: To take a picture of the current screen:

1. Hold down Command (Open Apple) and Shift, then press the number **3**.
2. Picture will be found on the hard disk listed as Picture 1. Pictures will be numbered consecutively.

Windows 95 Helpful Hints for a Frazzled Classroom Teacher

Adding or deleting program to the Start Menu

- Click the Start button, and point to Settings.
- Click Taskbar, and click the Start Menu Programs tab.
- Click Add, and click Browse. (To remove, choose remove rather than Add.)
- Locate the program you want to add, and double-click it. (If you want it to appear when clicking on Start, then choose the Start folder.)
- Click Next, and double-click the menu on which you want the program to appear.
- Type the name that you want to see in the menu and click Finish.
- If Windows prompts you to choose an icon, click one, and then click Finish.

Adding a folder to the desktop

- Click on the right button of your mouse.
- Click on New.
- Click on Folder (A new folder will appear on the desktop. Clicking where the name 'New Folder' appears will highlight the words and you can change the name to whatever you want.)

Opening more than one program at a time

Click on the Start button on the Taskbar, choose the program you wish to open and open it. Do this as many times as your computer will allow (depends on the amount of memory the program uses). The programs that are open will appear on the Taskbar.

Control Panel

First click on Start, then Settings and finally Control Panel. This is where you can change things such as your desktop and screen saver (under Display), change how sensitive your mouse is, and Add/Remove Programs. Explore the areas in Control Panel folder.

Selection of items

To select more than one item in a list, there are two shortcuts that you can use.

- To select more than one item not in a row, hold down the CTRL key while selecting.
- To select items in a row, hold down the SHIFT key.

Keyboard Shortcuts

These can be used in any word processor program.

CTRL & **C** = copy
CTRL & **X** = cut
CTRL & **V** = paste

CTRL & **B** = **bold**
CTRL & **I** = *italics*
CTRL & **U** = underline

Shortcuts

Place a shortcut to any program, document, or printer on your desktop or in any folder. Shortcuts are quick ways to get to the items you use often. Most icons on the desktop have shortcuts (recognizable by a little arrow in the left hand corner). Choose Start and then Program; these titles are all shortcuts. When you install a new program it will usually create a shortcut in the Start folder, either under Programs or directly in Start.

Creating a shortcut (on the desktop):

- Click on the item (file, folder, application, or printer) for which you want to make a shortcut. Find the application in Windows Explorer.
- Choose File and Create A Shortcut or click with the right mouse button and choose Create A Shortcut.
- Drag the shortcut to the desktop.

Deleting a shortcut

- Click on shortcut with right mouse button.
- Choose Delete Shortcut.
- Shortcut is gone.

Help

Windows 95 has a very comprehensive Help. If you can't remember what to do, you can always use the Help. Sometime it is even to your advantage to print the Help out if it is long. After you choose your topic that you want help on, you can also choose to keep the Help on top (therefore you can see it while still working in another program). Keeping Help on top: choose Options; choose Keep on Top.

KidDesk Family Edition for Macintosh

Gaining access to the adult section

Hold down the Option and Command (Open Apple) keys (at the same time) and press 'A' to enter the adult section.

Setting up a personalized desk

Add a child:

- Click the 'Kids' tab to see the Kids Card, then choose 'Add Kid' from the Kid menu.
- Type the child's name. Use the tab key to go to the next blank box or click in the blank box.
- Click 'Change' and select a new icon. If adding a photograph, choose 'Import Pict.'
- Click 'Record' to record a message for the child or group.
- Scanning can be turned on for children using switch programs
- A password can be added for each child's desktop; however, we do not recommend them since passwords are inappropriate for young children. A teacher may want to use a password especially if there are adult applications and private materials stored in her desktop.
- Click 'OK' when finished.
- Add applications to *KidDesk*, once you have created desktops for each individual child.

Add an application

- Click the 'Applications' tab to see the Applications card. When you add an application, you are simply creating an icon that allows you to launch that application.
- Choose 'Add Applications' from the Application Menu. The Add Application dialog box will appear.
- Click on 'Auto Search,' then click Macintosh HD to indicate the drive to search. Once you have made a selection, click OK. *KidDesk* will display a list of all of the applications that are available. Select the application you want to add by clicking on it, then click 'Add.' Multiple applications may be selected by holding down the Command (OpenApple) key while clicking each file.

Hiding applications

Use the Limit Applications menu item. When the Kid Card tab is showing, select the child by clicking once on the icon or picture. Then select 'Limit Applications.' Click on the icons that you wish to hide and select 'hide.' The ones not hidden will automatically appear on the child's desk.

Kid exit option

- Choose 'Kid Exit Option's' from the Options menu. Choose from: 'Don't Allow Exit,' 'Allow Exit to Finder,' or 'Allow Shut Down.'

- If you select 'Don't Allow Exit,' the child will be unable to quit *KidDesk*. There will be no icon displayed in the lower left corner. An adult will have to enter the Adult Section and either Quit to Finder or Shut Down.
- If you choose 'Allow Exit to Finder,' the child will be able to Quit to the Finder and access the Macintosh desktop and hard disk, possibly defeating the purpose of this program.
- By selecting 'Allow Shut Down,' the child will be able to shut down the computer by clicking on the exit icon found on the opening screen.

Password protection

By selecting Adult Password in the Options Menu, *KidDesk* is accessible only by the adult who knows the password. We do not recommend using this option, because other adults such as a substitute teacher or volunteer may not be able to access *KidDesk*.

Returning to *KidDesk*

To return to the child section of *KidDesk*, choose 'Return to Kid Section' from the file menu. Click on an icon or picture to access a desktop. The stop sign on each desktop will take the user back to the opening screen where the children's icons/pictures are located. With any computer, always 'back out' of the system to prepare the hard drive for shut down. When using *KidDesk* quit programs in the usual manner.

Shutdown

- Quitting any of the programs will return you to *KidDesk*. From there enter the Adult Section. Hold down the Option and Command keys (at the same time) and press the 'A'.
- Choose 'Quit' from the 'File' menu to return to the Macintosh desktop.
- Open 'Special' from the menu bar and select 'Shut Down.'
- Turn off the monitor, computer and printer (if it was on) to complete the shutdown process.

KidDesk Family Edition for Windows

Gaining access to the adult section

Hold down the Ctrl and Alt keys (at the same time) and press 'A' to enter the adult section.

Setting up a personalized desk

Add a child:

- Click the 'Kids' tab to see the Kids Card, then choose 'Add Kid' from the Kid menu.
- Type the child's name. Use the tab key to go to the next blank box or click in the blank box.
- Click 'Change' and select a new icon. If adding a photograph, choose 'Import Image.'
- In the "Welcome Message" box, click 'Record' to record a message for the child or group.
- Scanning can be turned on for children using switch programs.
- A Kid password can be added for each child's desktop; however, we do not recommend them since passwords are inappropriate for young children. A teacher may want to use a password especially if there are adult applications and private materials stored in her desktop.
- Add applications to *KidDesk*, once you have created desktops for each individual child.

Add an application

- Click the 'Applications' tab to see the Applications card. When you add an application, you are simply creating an icon that allows you to launch that application.
- Choose 'Add Applications' from the Application Menu. The Add Application dialog box will appear.
- Click on 'Auto Search,' then choose the drive to search (hard drive, floppy drive or CD ROM). Once you have made a selection, click OK. *KidDesk* will display a list of all of the applications that are available. Select the application you want to add by clicking on it, then click 'OK.' Multiple applications may be selected by holding down the Ctrl key while clicking each file.

Hiding applications

Use the Limit Applications menu item. When the Kid Card tab is showing, select the child by clicking on the icon or picture. Then select 'Limit Applications' from the Kid Menu. Click on the icons that you wish to hide and select 'Disable.' The ones not hidden will automatically appear on the child's desk. To reactivate an application, click on the child's icon, choose 'Limit Applications' from the Kid Menu, and choose 'Enable.'

Kid exit option

- Choose 'Kid Exit Option's' from the Options menu. Choose from: 'Exit *KidDesk* from Adult Section Only,' 'Allow exit to Windows,' or 'Allow Shutdown.'

- If you select 'Exit *KidDesk* from Adult Section Only,' the child will be unable to quit *KidDesk*. There will be no icon displayed in the lower left corner. An adult will have to enter the Adult Section and choose 'Exit' in the File Menu. This is our recommendation.
- If you choose 'Allow Exit to Windows,' the child will be able to access the Windows desktop and hard disk, possibly defeating the purpose of this program.
- By selecting 'Allow Shutdown,' the child will be able to shut down the computer by clicking on the Stop icon found on the opening screen.

Password protection

By selecting Adult Password in the Options Menu, *KidDesk* is accessible only by the adult who knows the password. We do not recommend using this option, because other adults such as a substitute teacher or volunteer may not be able to access *KidDesk*.

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To return to the child section of *KidDesk*, choose 'Return to Kid Section' from the file menu. Click on an icon or picture to access a desktop. The stop sign on each desktop will take the user back to the opening screen where the children's icons/pictures are located. With any computer, always 'back out' of the system to prepare the hard drive for shut down. When using *KidDesk* quit programs in the usual manner.

Shutdown

- Quitting any of the programs will return you to *KidDesk*. From there enter the Adult Section, hold down the Ctrl and Alt keys (at the same time) and press the 'A'.
- Choose 'Exit' from the File menu to return to the Windows desktop.
- Click on the Start button and select 'Shut Down.'
- Turn off the monitor, computer, and printer to complete the shutdown process.

Video Tips

Videotapes of individual child or classroom performance can be valuable records. In order to produce the best quality videotape, the following tips should be considered.

Video

- Determine camera and subject placement before recording.
- Avoid bright lights and windows in the background that cause objects and people in the foreground to appear darker. Try to position the camera between windows and the subject.
- Pull the curtains or shades (or cover the window with a sheet or another object in the room) if you must shoot where a window is in the background.
- Keep the bright light in the background out of the picture by keeping the camera "zoomed in" on an object in the foreground. Use the automatic focus, if possible.
- Avoid bright light in the background. If this is not possible, activate the camera "backlight button," if the camera has one. This will lessen the glare from the window.
- NEVER shoot directly into the sun. This could ruin your camera.
- Determine if more lighting is needed and make adjustments:
  - Add light by opening or removing curtains and shades from windows out of the camera shot.
  - Increase wattage of the light bulbs being used in the room.
  - Use auxiliary lightening. Place it to the right and left of the camera, and behind it.
  - Bring additional lamps from other rooms.

Remember, if the background is dark, you will need more light than you need when shooting against a light background.

Sound & Speed

- Analyze the settings for any distracting environmental noises such as:
  - air conditioners
  - fans
  - a nearby class
  - traffic sounds coming through an open window
  - television and radio volumes should be lowered or turned off, even in adjoining rooms.
- Check the first few minutes of videotaping for sound and picture quality before filming in earnest. For the best quality of tape, film at SP speed.

Picture Composition and Videotape Content

- Seat or position people close together. Videotape magnifies distance, so use a closer proximity than usual when taping so people appear at a normal distance on the tape.
- Keep the background simple to avoid distracting the viewer. Avoid clocks, shadows, and the appearance of objects "growing out of people's heads."
- Keep some contrast between the color of the background and the subject's clothing. With a light background, details of movement may be lost if the subject is wearing similar colored clothing.

Camera Moves & Angles

- Keep the camera level. If needed, an adjustable tripod can be used to get the best level when the child is on the floor or seated.
- Focus the camera before you begin recording.
- Keep the tops of people's heads near the top of the viewfinder. Follow the rule of thirds - don't place the most important picture element in the center of the screen. Position the camera so the center of attention is in the top or lower third of the viewfinder.
- Use wide-angle shots if using a hand-held camera. Telephoto shots magnify wiggles when viewed on the television; wide angle shots hide them.
- Limit the movement of the camera to imply motion. Continual "zooming in" and "zooming out" is distracting to the viewer.
- Hold the camera steady. Use a tripod or position the camera on a table (adjusting the height with books) to keep the camera steady for shots over long periods of time.
- Set up equipment near a power outlet to minimize cable and power cord hazards.

Adapted from *Family Involvement in the Computer Center*, Macomb Projects, Macomb, Illinois, 1992.

Newsletter Tips

Newsletters are valuable forms of communication between the school and home. To insure that families read the newsletter some important points must be considered.

- If possible, keep your newsletter to one page front and back.
- Do not use any more than two fonts per page (bold, italic, and various sizes are considered one font).
- Use positive, active words in the headlines, not passive words.
- Break up the page and give clues to importance by using subheadings.
- Experiment with one, two, or three column formats for a more professional look.
- Write at sixth grade level (like USA Today) and do not use technical terms.
- Proofread!

- Keep the masthead of your newsletter simple, and use it consistently.
- Use 12 point fonts for easy reading. Headlines should be 18 or 24 point.
- Use tag lines above or below headline (smaller size font to clarify headlines).
- Include graphics (like clip art to prioritize and add interest to the page.
- Use short sentences (10-12 words) and short paragraphs (about 6 lines).
- Blocked areas indicate special attention items.
- Use bold face instead of underline for a more professional look.
- Do not overuse capital letters; they are harder to read.
- Be yourself, write to express, not impress.
- Prioritize. Put the most important stories first.

- Ask teachers, families, administrators, and children for input into the newsletters.
- Use bylines to credit the authors.
- Get to the point, let your families know who, what, when, where, why, how.
- Be direct: Speak to each family member; use "You should," "Please do," instead of "Parents should."
- Be careful not to overuse words like *seems, usually, possibly, may*, or *perhaps*.
- Use boldface to emphasize important words and phrases.
- Try not to continue stories; family members do not like to look for them.
- Topics for your newsletter might include current events within school, upcoming television programs recommended for viewing, calendar of events, individual/class goals, changes in school rules or policy, educational information, suggested children's books, suggested parenting books, or suggested children's software.
- Include classroom highlights, children's birthdays, a spotlight on new students, volunteer recognition, recipes for clay or silly putty, future thematic units or updates on centers.
- Offer snack ideas, request volunteers or materials, or write a regular "From the teacher's desk" column.
- Distribute the newsletter on a regular schedule so it will become predictable, anticipated by your audience.
- Keep a newsletter file. Study the ones you like and analyze why you like them.
- Proofread!

Adapted from: Watkins, R.Z., (1993) *Two-Way Communication: Sharing Personal Perspectives With Parents.* Scholastic Early Childhood Today, 8 (1), 41.

Tips for Writing the Newsletter on the Computer

Writing a newsletter may seem simple, but keep some basic tips in mind regarding content and format. If you are transitioning from a typewriter to a computer there are some fundamental "rules" you learned in typing 101 that you need to revise and others that need to be totally rewritten that differentiate the "typist" from the "keyboardist." *The Macintosh is Not a Typewriter*, by Robin Williams, is a style manual available at most bookstores and is a great reference book (72 pages) for any "would be" desktop publisher.

Most computer users pick up rather quickly on the concept of "text wrap." The computer actually moves the text on to the next line without activating the **return** key. Other differences between the typewriter and the computer may not be so obvious. For example, unlike the typewriter, when you would normally leave two spaces between the sentences, on the computer leave only one. Other useful formatting and printing tips include:

- Don't use more than two fonts per page (italics and bold forms are not considered different fonts).
- Don't underline. Underling makes the characters more difficult to read especially when the letter has a descender (like j, g, q, y or p). Use *italics* or **bold** instead. If you must underline, draw a line under the text and position it lower than the underline option in the Style menu.
- Use *italic* and **bold** type sparingly.
- If a word needs an accent mark, use it. For example, instead of using papier-mache, type papier-mâché. Look in the **menu for Key Caps** and use the shift and option keys for symbols. Try this with different fonts, too. Each font has its own set of Key Caps.
- NEVER USE ALL CAPITAL LETTERS IN BODY TEXT, and rarely in headings. It is too difficult to read.
- When printing on a LaserWriter, never use city-named fonts like Chicago or Monaco.
- Never use the space bar to align text. It might look all right on the screen, but it won't when it comes out of the printer. Set the tabs and use the tab key.
- Use a decimal or right aligned tab for the numbers in numbered paragraphs.
- Either indent the first line of paragraphs or add extra space between them, but don't do both.
- Use serif type for body text unless you are going to allow for the lower readability of sans serif. This is a serif text. This is sans serif text.
- Never combine two serif fonts on one page. Therefore, if you are using two fonts, one should be serif and the other should be sans serif. Sans serif is commonly used for headings while serif is used for text.
- Allow for plenty of white space.
- Use some sort of bullet when listing items. Don't use a hyphen.
- Set the space before an italicized word also in italic.
- Reduce the size of punctuation marks in headlines.

For a clear understanding of the new rules and why the rules of the game have changed, *The Macintosh is Not a Typewriter*, published by Peachpit Press, Berkeley, CA is an investment you will not regret making.

Adapted from:*The Macintosh is Not a Typewriter*, published by Peachpit Press, Berkeley, CA.

Reading, Writing, and Computers
Family Questionnaire

Date: ________ Child's Name: ____________ Child's Age: ______

Name of School or Program: ______________________________

Directions: Circle the best answer for each item.

1. How often do you read books?

   Most Everyday   Once or twice per week   Infrequently   Never

2. How often do you read magazines?

   Most Everyday   Once or twice per week   Infrequently   Never

3. How often do you read newspapers?

   Most Everyday   Once or twice per week   Infrequently   Never

4. Where does your family obtain books to read?

   ____ Public Library
   ____ Stores/Mail Order
   ____ School/Library
   ____ Friends/Family
   ____ Own Home Library

5. What is the number of books in your home for children?

   0-5   6-10   11-20   21-50   51-75   76-100   Over 100

6. What is the number of books in your home for adults?

   0-5   6-10   11-20   21-50   51-75   76-100   Over 100

7. How old was your child when you began sharing books with him/her?

   Infant   6 months   1 year   2 years   3 years

8. How often does a family member read aloud to your child?

   Most Everyday   Once or twice per week   Infrequently   Never

9. Do you have a regular reading time?

   Yes   No

10. How often does your child pretend/attempt to read aloud to a family member?

   Most Everyday   Once or twice per week   Infrequently   Never

11. Does your child have a favorite book?

Yes No

12. Does your child follow the story by pointing to the text or pictures?

Yes No Sometimes/Occasionally

13. Does your child listen to stories on records or cassettes?

Yes No Sometimes/Occasionally

14. Does your child look at books or read by him/herself?

Yes No Sometimes/Occasionally

15. Does your child use books in his/her play activities?

Yes No Sometimes/Occasionally

16. Does your child request to go to the library or request new books?

Yes No Sometimes/Occasionally

17. Does your child try to print letters, words, or stories?

Yes No Sometimes/Occasionally

18. Does your child request an adult to create signs or symbols for their play activity?

Yes No Sometimes/Occasionally

19. Where does your child use a computer?

Home School Other

20. Do you use a computer?

Frequently Occasionally Never

21. Does your child watch T.V.?

Yes No Sometimes/Occasionally

22. How many hours a day does your child watch T.V.

3 hrs. or less More than 3 hrs.

23. Circle your child's favorite T.V. programs?

Cartoons Nickelodeon PBS Programming

Disney Movies Nature Programming Sitcoms/Dramas/Adult Programming

24. Circle the highest level of education completed by mother?

9th grade or less
Some High School
High School
Some College/Technical School
College
Post-Graduate

25. Circle the highest level of education completed by father?

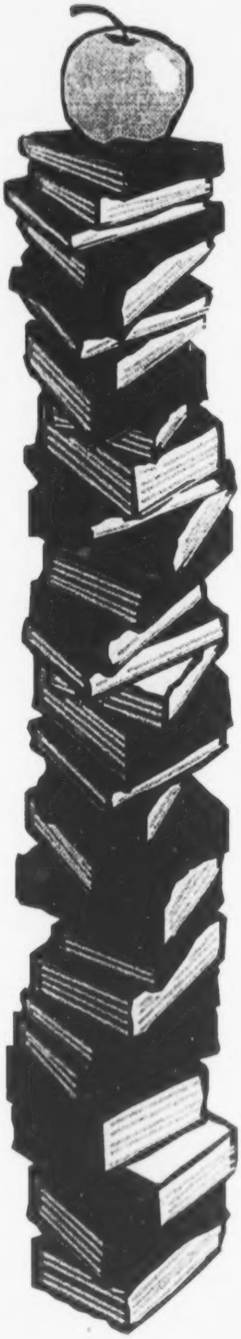
9th grade or less
Some High School
High School
Some College/Technical School
College
Post-Graduate

26. Mother's occupation: ____

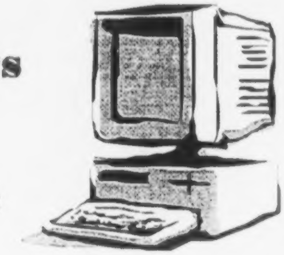
27. Father's occupation: ____

28. Please add other important information about your child's reading, writing, or technology experience that you would like for us to know. Use the back for more space.

This assessment is adapted from work described in the following references:
Meyer, Linda A. (and others) (1990) Home Support for Emerging Literacy: What Parents Do That Correlates with Early Reading Achievement Technical Report No. 518, Office of Educational Research and Improvement (Ed), Washington, DC.
Toomey, D (1992) Short and medium run effects of parents reading to preschool children in a disadvantaged locality. ERIC No. ED 346 439.



Families and Computers



How did this computer workshop benefit you?

How did this computer workshop benefit your family?

What workshops would you like to see in the future?

What suggestions would you make for the next workshop?

Cover Letter to Families

Cover letter to accompany *Kids and Computers* and *What I liked most about the computer....*

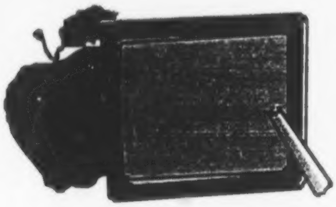
Dear Parents,

Technology was integrated into the preschool classroom this year. The teachers and staff have observed the children at work throughout the year. We thought that you would also enjoy the opportunity to share your views on your child's growth.

Please take the time to fill out the paper entitled, **Kids and Computers**. There is another paper, **What I liked most about the computer...** We have enclosed markers for the children to draw a picture about what they liked most about the computer. If they talk to you about this picture, please write their comments on the back.

Please return the questionnaires to your classroom teacher within three days. Upon receiving the questionnaires, we will send you a photograph of your child at the computer. Thank you for your help.

Sincerely,



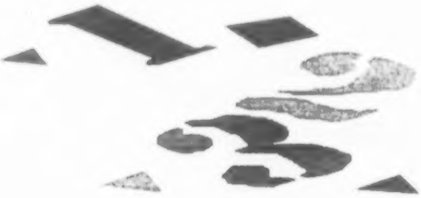
Kids and Computers

1. What does your child say about the computer at home?

2. Have you seen a change in the way your child uses books?

3. How does your child involve writing in play at home?

4. How do you feel about the computer being in your child's classroom?



What I liked best about the computer...

(Please return to school)

Suggestions for Helping Your Child to Read at Home[1]

1. Encourage reading, writing, listening, and speaking at home.
2. Develop confidence and self esteem by encouragement and praise.
3. Add new books to your child's collection as often as possible. Surround your child with relevant literature: books, magazines, comics, etc. Yard sales, library book sales are a good source.
4. Continue to read with your child. Read aloud to your child as often as possible.
5. Read along with your child.
6. Listen to their ideas and answer their questions.
7. Use books from the school library or community library.
8. Have a selection of books with you for times when your child must wait quietly.
9. Play games such as *Go Fish, Hi-Ho! Cherry-O,* or picture dominoes.
10. Help your child make greeting cards or letters. Provide a selection of writing materials at home.
11. Encourage emerging writing skills through use of home computers or typewriters if they are available.
12. Use magnetic or wooden letters to spell important words or names for your child.
13. Create a shopping list with your child before shopping. When shopping with your child, read items from the shelf to your child.
14. Read the directions for cooking while your child assembles ingredients, pour, and stir.
15. Read environmental print such as: napkins, placemats, food bags, store bags, and other printed items with your child.

When you listen to your child read:
- Make it a positive, stress-free experience.
- After the story is read, ask your child to retell the story in his/her own words.
- Encourage your children to read "silently" to themselves.

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[1] Schickedanz, J.A. (1986). *More than the ABCs: The early stages of reading and writing.* Washington, DC: National Association for the Education of Young Children.

BIT: Behavior Interaction Tool
Interactive Technology Literacy Curriculum Project - Fall 1998

Directions: The BIT will be recorded during computer time at the beginning and end of the school year. Observations will be made during at least 2 computer sessions in the Fall and Spring. Only one check is needed for each question. If the behavior is not observed during the observation period then a "no" is marked. Children will be observed under three conditions: 1) with one or more child 2) alone, and 3) with adult facilitator. If the child refuses to work at the computer center, do not force the situation. Mark the appropriate blanks.

Method of communication (circle one): verbal non verbal communication device signs gestures other

CHILD/COMPUTER INTERACTIONS

	Y	N
Child attends to the computer.		
• Moves to improve view of monitor.	☐	☐
• Attends to auditory stimulus from the computer.	☐	☐
• Focuses stimuli visually on monitor.	☐	☐
• Activates input device.	☐	☐
• Attends to software program.	☐	☐
Child resists computer.		
• Refuses to interact with computer.	☐	☐
• Pushes away from the computer.	☐	☐
• Turns face away from the computer.	☐	☐
• Attempts to harm or disable computer.	☐	☐
Child demonstrates cause/effect relationships between input device and monitor.		
• Looks at monitor to see what happens when input device is activated.	☐	☐
• Uses input device with intent.	☐	☐

	Y	N
Child expresses him/herself.		
• Expresses enthusiasm physically (smiles/claps hands/waves arms).	☐	☐
• Expresses enthusiasm verbally.	☐	☐
Child follows directions and rules at the computer center.		
• Activates input device with care.	☐	☐
• Handles the computer system with care.	☐	☐
• Handles CD-ROM's appropriately and with care.	☐	☐
• Turns computer off indiscriminately.	☐	☐
• Disconnects, rearrange, or touch wires/cords.	☐	☐
Child displays planning abilities at the computer center.		
• Talks self through software program.	☐	☐
• Names expected results from the software program.	☐	☐
• Makes choices from the software program.	☐	☐
• Evaluates the software program.	☐	☐
• Takes action to reach a desired goal from the software program.	☐	☐

Observation Notes:

Child: ______________________________

Site: ______________________________

BIT: Behavior Interaction Tool
Interactive Technology Literacy Curriculum Project - Fall 1998

CHILD/ADULT INTERACTIONS

Child obtains attention of the adult.	Y	N
• Shows pride in work.	☐	☐
• Indicates (asks) for assistance from adult.	☐	☐
• Explains the problem (this doesn't work).	☐	☐
• Follows rules or directions.	☐	☐
• Communicates processes to adult.	☐	☐
• Expresses enthusiasm physically to adult.	☐	☐
• Expresses enthusiasm verbally to adult.	☐	☐
• Selects an activity independently.	☐	☐
• Does an activity independently.	☐	☐

Child obtains attention of the adult.		
• Withdraws physically from adult.	☐	☐
• Expresses hostility physically to adult.	☐	☐
• Expresses hostility verbally to adult.	☐	☐
• Ignores adult when adult attempts to interact with child.	☐	☐

CHILD/CHILD INTERACTIONS

Child uses computer with peer.		
• Observes peer on computer.	☐	☐
• Communicates to peer on computer.	☐	☐
• Questions peer about the activity.	☐	☐
• Expresses enthusiasm physically to peer (smiles - claps).	☐	☐
• Expresses enthusiasm verbally to peer.	☐	☐

Child displays cooperative behavior at the computer center.	Y	N
• Waits for turn at computer.	☐	☐
• Takes turn when working with other children at the computer.	☐	☐
• Shares ideas.	☐	☐
• Helps peer with activity.	☐	☐
• Can cooperatively work with one or more children at the computer.	☐	☐

Child exhibits competitive behavior at the computer center.		
• Races to the computer.	☐	☐
• Pushes peer away.	☐	☐
• Manipulates, controls, directs others.	☐	☐
• Monopolizes the computer center.	☐	☐
• Expresses frustration physically to peer (hits/pushes).	☐	☐
• Expresses frustration verbally to peer.	☐	☐

Observation Notes:

Child: ____________________

Site: ____________________

Informal Literacy Assessment (ILA)

Interactive Technology Literacy Curriculum Project - Fall 1998

Directions: For each data child information for the **ILA** will be recorded during classroom time. Observations will be made in the first two months and during the last two months of the school year. Only one check is needed for each behavior observed.

Section I: The following behaviors are observed as a book is being read to the child. **The child:**

☐ 1. Asks to be read to.
☐ 2. Asks people to read stories or signs or notes.
☐ 3. Listens to stories.
☐ 4. Points to relevant pictures.
☐ 5. Visually attends to book as it is read.
☐ 6. Repeats part of the story.
☐ 7. Answers questions about a story that has been read.

Section II: The following behaviors are observed as child "reads" a book to adult. **The child:**

☐ 1. Independently selects a book from the library corner.
☐ 2. Holds book properly (in upright position).
☐ 3. Can show the front cover of a book.
☐ 4. Turns pages left to right.
☐ 5. Picture-reads, telling about the story from the pictures on the cover or in the book.
☐ 6. Points to pictures while "picture reads".
☐ 7. Points to text while "reading".
☐ 8. Identifies familiar items in pictures or familiar pictures.
☐ 9. Follows the print on a page, moving his or her eyes in the correct direction (usually left to right and top to bottom).
☐ 10. Appears to read or actually reads a book, pointing to the words and telling the story.
☐ 11. Retells a story in own words.
☐ 12. Reads the text.
☐ 13. Tries to figure out new words for him/herself when reading.
☐ 14. Tries to read in everyday classroom situations (labels, signs).

Section III: The following behaviors are observed as the child is reading a book. **The child** reads a book by attending to:

☐ 15. Each picture, labeling objects, not forming a story.
☐ 16. Pictures and "making up" story from the pictures.
☐ 17. Pictures and "telling" a version of the story.
☐ 18. Pictures and forming the written story (sounds like reading).
☐ 19. Print, reading some words correctly and inventing the rest.
☐ 20. Print, but preoccupied with word recognition.
☐ 21. Print and reading fluently.

Child: ______________________________

Site: ______________________________